

ATHLETIC JOURNAL

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September, 1940



Center Play
Stanley Williamson

Organization of the First Three
Weeks of the Regular Season
Robert W. N. M.

Personal-Content Rules in
Basketball Illustrated

History of Sports

VOL. 1
NUMBER 2

FOOTBALL



Football originally played by ancient Greeks and Romans, called "Harpaston"

Football was first played by the ancient Greeks. To start play, a member of one team threw the ball (probably a leather-covered animal bladder) as far as possible into enemy territory. Scoring was done by kicking the ball across the goal line. Carrying the ball was illegal. The number of players on a team and the size of the playing field varied.

Gradually the game spread to Rome and other countries, and the rules changed. Players wore helmets, knee braces and elbow pads of steel. The object was not to win on points but to put opposing players "out of action." There were no officials—players settled arguments in their own way. The game finally became so rough—and so many army men were injured—that Caesar banned it.

First intercollegiate game in America

The first regular game in the U. S. was played by Rutgers and Princeton in 1869. Spectators were few but enthusiasm ran high. At game time both teams appeared on the field, took off their coats and vests, and were all set. Rutgers players wore red caps. There were 25 men on each team. Goal posts were 25 feet apart, with no cross-bar. Goals were scored by kicking or batting the ball through the posts. Running with the ball was illegal. Six goals constituted a game. In this first game play was rough. The lead see-sawed until Rutgers finally scored the winning goal.



Game at first banned in England . . . later developed into Rugby

The game was banned in England through the reign of Henry VII. Henry II decreed that boys should master archery for military purposes, although they much preferred football. By 1603, however, England was using gun powder for war purposes instead of the bow and arrow. James I therefore permitted football (under revised rules) and the game of Rugby became very popular. All scoring was done by kicking, until one day a young player named Ellis—angered by his inability to kick the bounding ball—scooped it up and raced across the goal line. This score was not allowed. But, despite many protests, carrying the ball was eventually legalized and the new game of Rugby Football was born. This was the beginning of modern football.

American Football as it is played today

Other colleges soon took up the game which rapidly gained favor. Gradually the rules were changed. The number of players on a team was reduced to 11. Running with the ball became legal. Scoring also was changed—a touchdown counting 6, goal after touchdown 1, and a field goal 3.

In 1905, when the game was on the way out, due to many injuries, drastic changes saved it. Forward passing was legalized. Mass formations were eliminated. Hurdling was banned. Playing time was reduced from 70 to 60 minutes. Thus American football has become the fast, wide open, interesting game it is today.

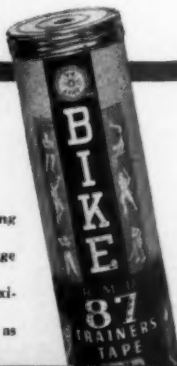


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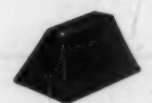
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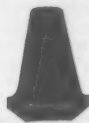
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Top 3/8"



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ROUND CLEAT
BAKELITE
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No. GB
GAME
ROUND CLEAT
BAKELITE
For hard, fast fields
Height 13/16"
Top 3/8"

AMERICA'S FINEST FOOTBALL SHOES

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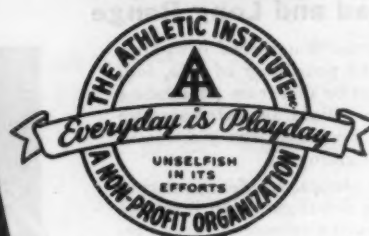
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The Status of Night Football in Ohio High Schools

By Claude W. Henkle

Athletic Director, Kenton High School, Kenton, Ohio

FEELING a need for a thorough study of the subject of night football in the state of Ohio, the writer made this topic his thesis study presented for the degree of Master of Arts at Ohio State University this past summer.

Out of one hundred and nine schools in the state with lighted fields ninety-six co-operated in this study. Last year 458 Ohio high schools played football and of this group 306 played at least one game under the lights.

The first set of lights in the state was installed at Columbus North High School in 1928. Not until 1936 did the sport gain impetus, fifty-nine schools installing lights in the last four years. Forty-six schools have indicated their intentions of installing lights in the near future, while one hundred and thirty-five in which football is played are apparently not interested in the night game as yet. In our study we did not find a single case in which a school had re-

turned to daylight football after having once installed lights.

The study deals with the following phases of night football: construction data, uses of field for other activities, effect of the game upon spectators, receipts, discipline problems, scheduling,

playing conditions, and a general evaluation by all parties directly concerned.

Construction Data

In the installation of the lights the following practices were found to have been most generally followed:

1. The use of four to six wood poles on each side of the field, fifty to sixty feet high and at least 20 feet removed from the side lines. Many would prefer a steel pole.
2. Three to six open reflectors on each pole.
3. The use of one plain 1500-watt bulb to a reflector.
4. A wattage of at least 80,000 on the field. The majority of the schools are using from 70,000 to 125,000 watts with a range from 32,000 to 189,000. If the voltage is stepped up 10 per cent, an increase in light output may be obtained,

A GRADUATE of Kenton High School and Ohio Northern University, Claude Henkle is Director of Physical Education and coach of basketball and baseball at Kenton (Ohio) High School. This summer he completed his graduate work at Ohio State University, presenting for his thesis the study appearing in this issue on The Status of Night Football in Ohio High Schools. This contribution is a valuable addition to similar studies in other states presented in preceding issues of this publication.

equivalent to the addition of a third more lighting units with no additional immediate cost and only a small increase in the cost of operation. The cost of lamps is a relatively minor factor since the rated life of lamps is 1,000 hours.

5. The majority have the wiring above ground, crossing the field at the end. Underground wiring would be best. The fields are generally wired so that part of the lights may be turned on at once.

6. In the main, the work of installation was performed by the municipal light company, local electric firm, or by the manufacturer of the reflector used.

7. Costs for total installation ranged from \$750 to \$10,000. The majority of installations cost from \$1500 to \$3,000 with the average being \$3,416. The school athletic association paid the cost in most instances.

Uses of the Field for Other Activities

Various uses made of the field for other activities included: track meets, band concerts, physical education demonstrations, softball, music festivals, Boy Scout pageants, May Day festivals, commencement, school reviews, fraternal-order drills, church pageants, Halloween celebrations, community sings, baseball, outdoor movies, boxing exhibitions, class social functions, baccalaureate, winter skating, soccer, saddle shows, political meetings, religious meetings, Easter egg hunts, sunrise church services, Fourth of July celebrations, mass student assemblies, and Christmas parties.

Effect of the Game on Spectators

Included in the survey were several questions put to the school men regarding the effects of the game upon the spectators. A majority of the principals were of the opinion that the spectators could see as well at night games, that there was no eyestrain on the patrons, and that the increase in spirit and enthusiasm among the fans was outstanding. Very few schools found an increase in the number of students hiking to night games away from home and the majority felt that there was no increase in the moral hazard among students at night.

Increase in Gate Receipts

Ninety-three out of the ninety-six schools reporting, stated that they have had an increase in attendance at night games, ranging from 50 to 800 per cent—with 50 to 100 per cent increase being the average. Three schools reported that they have not had an increase, but no school reported a decrease in attendance since playing under the lights. The increased attendance brought in more money and the majority of the schools stated that they spent this money chiefly on intramural



Claude W. Henkle

sports, minor sports, and in buying better and more athletic equipment for their varsity teams. Other uses made of the increased revenue were: helping the band; buying athletic insurance; furnishing better transportation; providing for better medical care; employing better officials; improving the stadium and helping other school organizations. Many stated that they were now able to pay back bills and bring their athletic associations out of the red.

The Problem of Handling Greater Crowds

About half of the schools reported a greater problem in handling the crowds, but only in direct proportion to the increased numbers attending the games. The drinking problem did not seem to be a serious one and there did not appear to be any serious difficulty in handling younger children. There were more attempts by rowdies to break into the games, but efficient policing seemed to prevent this from becoming a serious problem. To handle the crowds most of the schools used city police and deputized civilians who were paid from the athletic associations. Faculty members were seldom pressed into police duty. Many school men felt that there was an increase in the traffic hazard at night. Fighting and brawling at the games were practically extinct. Thievery seemed to be but a minor problem in most schools at the games, and that in the parking lots and around the cars, not in the stands.

A perspective of the whole picture of discipline left us with the impression, that while many problems might exist with the increase in attendance at night, yet, in gen-

eral, they did not exist. Credit was given to the efficient methods employed by the school administration in handling the crowds.

The Schedule

The average number of home night games played per season was five or six. About half the schools finished their night schedule the last of October while the others continued on until the middle of November. A brown colored ball was used exclusively by half of the schools while the rest used various kinds of brown, white, and striped balls during the season. Seventy per cent of the schools practiced at night. About one-third stated that they practiced under the lights one night per week, another third only once or twice a season, while eight schools practiced two nights a week.

Playing Conditions

As to the effects of the game upon the players, we found that, in the opinions of the coaches, the injuries were not more numerous in night games, nor were the injuries more severe. For the most part, coaches felt that a longer warming-up period was unnecessary, and they agreed that the night air was not more difficult to breathe. A majority felt that there was an increase in the spirit and enthusiasm among the players at night. The coaches were also practically unanimous in their belief that colds were not increased as a result of playing at night, that the visitors were not handicapped by the lights, and that there was no eyestrain on the players. They felt also that there was not enough interference with the player's meals, sleep, and studies to constitute any kind of a problem.

Reasons for the Adoption of Night Football

In listing the chief reasons as to why they adopted night football, 83 per cent of the school men stated that they wanted the larger crowds and the increased revenue that the crowds would bring. Two other reasons frequently listed were, "The business men demand it," and "To avoid school interruptions." Other reasons given were: "Opponents play their games at night—we felt obliged to follow suit in order to retain our athletic relationship." "Night football avoids conflicts with Saturday afternoon games." "We can secure better equipment through the increased gate receipts." "We installed lights in order to keep up with the times." "Night football makes it possible for those in charge to have Saturday free for personal interests." "We installed lights in order to balance our budget." "We desired to play football at night in order to put our school on the map."

Most schools found that they lost less school time by playing at night and that there were no more absences from school due to colds, injuries, etc., received at night games than there were from day games.

All groups immediately concerned appeared to be highly in favor of the night game. We found five principals opposed

to it, teachers in five schools, parents in two communities, and pupils in one school. In all other groups of the ninety-six schools contacted the game was reported as being highly satisfactory.

In the light of the answers received in this survey the writer has enumerated the various outstanding disadvantages and ad-

vantages of night football as follows:
Disadvantages

1. Possibility that it will tend to commercialize the sport further.

2. Great tendency to impoverish the community since costs increase without an increase in income.

(Continued on page 64)

Center Play

By Stanley Williamson

University of Oklahoma, Norman, Oklahoma

ALTHOUGH there are many individual ideas on coaching centers, I shall explain my own, hoping that there may be some points of value to the reader.

The Grip of the Ball

Taking the position's fundamentals in order we should, of course, discuss the grip of the ball first (Illustration 1). This is one fundamental upon which most coaches agree. The grip is taken by the passing hand as a passer would grip the ball. By the passing hand I mean the hand that he is accustomed to using. If he is right-handed, the right hand is placed on the front part of the ball. If he is left-handed, the left hand is placed on the front. The other hand may be placed in positions suiting the passer; it may be on the rear of the ball, in the middle, or on the front of the ball. Some centers place the guiding hand nearly alongside the passing hand. I, personally, like both hands on the front of the ball, because I believe that the pass may not only be made more quickly, but with less arm motion. The wrist is definitely used to greater advantage and this is what we all desire in a good center.

Accuracy in Passing

Accuracy of passing is definitely not destroyed with the guiding hand so far up on the ball. The right hand should do all the gripping, with the middle finger, or large finger, doing the heaviest work. The index finger should run parallel to or along

one of the seams as this finger is really the guide of the pass, although we speak of the guiding hand, which in the accompanying picture is the left hand. The thumb of the passing hand may be placed at any angle from the one shown in the picture to a 90-degree angle to the index finger. This depends upon the individual.

AFTER his graduation from Southern California, Stanley Williamson was assistant coach at Southern California, then head coach at Classen High Oklahoma City and at Oklahoma City University. From 1935 through 1939 he was line coach at Kansas State and in 1940 became line coach at the University of Oklahoma. Stanley Williamson, author of the article on center play, knows his subject. In 1931 he was captain and All-American center of the national championship Southern California football team. He also passed the ball for the Trojan team of 1929 that defeated Pitt in the Rose Bowl and of the Trojan team of 1931 that defeated Tulane in the Rose Bowl.

The grip on short passes should not be too tight. If the center can throw accurately with a loose grip, I believe he has an advantage. On a muddy day, or with a wet ball, the center should be instructed to hold the ball loosely, with the passing hand a little more under the ball.

The Center's Stance

The stance of the center depends a great deal upon the coach. I believe that many of the rules of the center's stance, such as, if right-handed, right leg up, if left-handed, left leg up, etc. do not have to be followed. A coach should take into consideration what he is going to demand of his center the majority of the time and try to adjust his center's stance accordingly. Many coaches who use balanced lines, have their centers assume a parallel set, feeling that the individual can function to the right as well as to the left on his blocking or in checking the holes created by the guards pulling out on either side of him. Other coaches who use a four-two line like their centers with the leg toward the strong side up rather than back or parallel.

The important thing in stance is that the center adjust himself in the most comfortable position he can take, where he has balance before and after passing the ball, where he has very little if any weight on the ball, with the ball almost directly under his head, and where he can best fulfill the assignments given him.

The position that I like (Illustrations 2 and 3) includes the items mentioned above, plus the weight on the balls of the



Illustration 1



Stanley L. Williamson



Illustration 2



Illustration 3

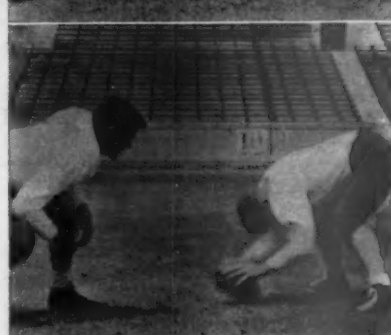
feet, both heels slightly off the ground, with both knees definitely pointing out so that they will not interfere with the pass that has to be thrown as the wrists snap the ball. I like the center's tail carried high so that he has clear vision and is in a position to start the tail down as the ball starts back.

The Pass and Charge

The actual pass has been improved somewhat in the past few years. Most centers formerly threw their arms between their legs as the pass was being made. With a movie camera, I have taken some pictures (Series 1) of the center's pass to illustrate a pass thrown with the wrists, hoping to show the advantage of this type of pass. If a center is taught to snap his elbows out, in passing, he will bring his wrists into use much more quickly. This is distinctly advantageous. He will also break away from a habit that many centers have which I believe is bad, that of raising the tail as the pass is being thrown. The center is already at a terrific disadvantage compared to the rest of his linemen, since he has to pass the ball. If forced to raise his tail before he can charge, he is at a still greater disadvantage. The center should train himself first to hold his buttock on an even plane as he throws the ball. This mastered, he should next learn to drop his tail simultaneously with the pass. Mastery of these two steps should offset his natural disadvantage and actually give him the jump over his defensive opponent.

I have had success teaching this pass and charge to centers and find that, with the ordinary amount of practice that they need to acquire any fundamental, they can pick this up. Centers should be doing something besides merely passing the ball, although we do acknowledge that the accuracy of the pass is the most important phase of their game.

In Series 1 the action takes place fast and, of course, the leg action is not illustrated. However, the most important items are clear. The center has his head snapped up without any loss of time, his opponent located, the shoulders broadened through the complete use of his wrists in snapping the ball, plus the play of his elbows. His tail does not rise with the pass,



SERIES 1



Illustration 4

consequently he has complete body control.

In passing on punt formation, I believe that the center should not see the outstretched hands. Learning to disregard this small target and to shoot for the square of the jersey the center will find it much easier to throw at least a pass that will get to its mark. I have marked in Illustration 4 what a center should actually have as his target because when the pressure is on, it makes a big difference.

This is true also on place-kicks. In Illustration 5 I have attempted to illustrate what a center likes to see for a target when one or three points will win the game. Many coaches will turn this receiver sideways to the center and give him outstretched hands only at which to shoot, figuring this is a quicker way of kicking. It may be a fraction of a second faster, but it is not one-third as safe, particularly with the high school player or beginner.

To illustrate the center's play on punts, movies were taken and are illustrated in Series 2. What was true in Series 1 works conversely here. The tail snaps up with the pass; this helps the whip and speed of the throw. The feet do not move until contact, unless a hitch step is made back-



Illustration 5

ward which may help the center collect himself. The arms should come up in order to broaden the shoulders, and a half or three-quarter set held until the ball is kicked, unless the go-down situation exists.

The Coach and the Public

By Glenn Gilkeson

Baseball Coach Junior College, Basketball Coach Polytechnic High School, Riverside, California

THE immortal Knute Rockne had just finished his final lecture at the Notre Dame coaching school that summer day in 1926. As we were walking across the campus, one point in his lecture kept running through my mind:

"Every year good coaches lose their positions because they can not get along with the public." And, since that time, with only ordinary powers of observation, I have seen it confirmed many times.

Obviously, this is not the only reason why coaches fail to hold their positions; but it goes without saying, that it is significant enough for careful consideration. Is the situation one that is unwieldy? Are there definite methods of solving the problem? What can the coach do to establish a better understanding between himself and the public? Is the problem serious enough to merit the attention of the coach during those strenuous days when every minute counts toward the building of a successful football team? Yes, every coach simply must take time to cultivate his public.

Some coaches have the knack of getting along with the public; some are outstanding personalities; and a great many, including the two types mentioned, have set up definite plans for developing a sense of mutual understanding between themselves and the public. Others should copy their methods.

Out of numerous trial and error procedures there have evolved several plans which are bringing the coach and the public into closer accord. One of the more successful plans which is being used more extensively each season, is that organization known as the "Sunday Morning Quarterbacks' Club." Other names have been applied to like organizations such as the "Second Guessers Club," the "Drug Store Quarterbacks," and many other connotations. The group includes townspeople who are interested in football, and they may meet at a luncheon on Monday following Saturday's game, or at any other time convenient to the parties concerned. The purpose of such an organization is to create good will, and to develop a better understanding of football.

The showing of moving pictures of the game is an immeasurable means of creating interest and understanding. Many instances of inaccurate observations occur in the game of football. Naturally, all spectators will not see the same things in a

game, especially when there are twenty-two men in action at the same time. The movies do record accurately, and the showing of these pictures will eliminate many instances of misunderstanding, and are of great value as an instructional device.

Since a comparatively small per cent of the athletic departments in the schools have equipment for taking moving pictures, other methods will be necessary to depict the incidents and strategies of the game. To a group of football enthusiasts, chalk talks, game charts, scouting reports, or any other material which the coach may see fit to use to get his points across will be valuable. Of course, in presenting an account of the game from the coach's angle, above all else, be impersonal. Do not put your players on the spot by an unwise remark; it may be troublesome later. What is said is at the discretion of the coach. Therefore, adequate preparation is imperative, the points you wish to present should be carefully outlined, and an analysis made of them from the point of view of the audience, otherwise the results may be unfortunate.

If such a meeting is well organized, and conducted in an impersonal manner, it should alleviate some of the misunderstanding, and a more cordial relationship between the coach and the public will be

(Continued on page 42)

GRADUATED from Peru, Nebraska, State Teachers College, Mr. Gilkeson received his master's degree at Columbia. After coaching at Missouri Valley, Iowa, High School he returned to Peru where he coached eight years. In 1939 he became associated with Riverside Junior College and High School.

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Ivory System. Cover 4

Organization of the First Three Weeks of the Regular Season

By Robert W. Nulf
North Side High School, Fort Wayne, Indiana

IN our situation I have found three weeks of practice prior to our first game to be very desirable. Less than three weeks of practice means that the squad is not apt to be in the best of physical condition. A shorter practice period than this also creates a tendency toward disorganization and uncertainty, a state which is conducive to injuries. Inasmuch as we like to play our first game the second week-end of school, four weeks of practice prior to the first game means calling the boys back two weeks before school starts and this often interferes with vacations and jobs. Practice for four weeks before the first game has a tendency also to become long and boring to many boys. Our off-season practice, including both our indoor work and spring practice, aids in developing our organization to the extent that three weeks are sufficient in which to get ready for our first game.

Much Is Accomplished in Spring Practice

The first steps in our organization for the first three weeks of practice actually take place in spring practice. At this time, any experimenting in the way of personnel and testing of new boys takes place. When spring practice is over, I expect to be able to tell every boy who will be out in the fall just what his position will be. Most of this is a carry-over from our system of placing a boy at a position in the very beginning and inasmuch as many boys come out for the first time in the spring, this is an opportune time for this procedure. In addition, some of the boys who have already been assigned to positions previously may be experimented with to advantage at this time. Then too, if we are ever forced to change boys from one position to another and expect them to be varsity players the next fall, we make the change in the spring so as to know how the boy might perform. This also gives the boy an opportunity to become accustomed to his new position.

Knowing the squad to this extent is also advantageous in the buying and issuing of equipment for the fall season.

Any experimenting in the way of offense or defense is also done at this time, because in the fall we want to get started at the thing we are going to do and try to do it as near to perfection as possible. I might add that we have our basic ma-



Robert W. Nulf

FOLLOWING his graduation at the University of Illinois, Robert W. Nulf coached football, basketball and baseball at Norwich, New York, High School. From 1930-34 he served as assistant coach at Central High School in Fort Wayne. Since that time he has been head football and basketball coach at North Side High School, Fort Wayne. Mr. Nulf, in his articles on Theory and Organization of High School Football, appearing in the May and June issues of this publication, advanced some ideas on the teaching of fundamentals that brought forth many favorable comments.

terial and we vary but little from this from year to year. However, suggestions and ideas that we pick up continually, are saved for the spring practice for experience has proved that the regular season is a poor time to be making changes.

At the close of the spring term we have all of the boys fill out sheets as to information on summer addresses, phone numbers and equipment sizes.

Late Summer Organization

About the middle of August, I send a letter to each boy whom I want out for the early fall practice. In this letter I include parent and physician blanks, information as to the date and time of the physical examinations, the place at which

they will be given and the date for our first practice. I add a few words about the coming season and announce what is to be expected of each boy.

This year we will have our physical examinations on August 23. Our regularly appointed school physicians who handle this give the boys a very thorough examination. Due to the number of boys we have and the thoroughness of the examination we do not expect to get anything else done at this time. Our first practice will start the following Monday, August 26.

For our first three practice sessions this year the boys will wear gym suits. The first day we will have but one work-out. On the second day the kickers, passers and centers will return for a special work-out in the afternoon. These work-outs will continue for three days and are organized as follows.

Kicking and Passing Sessions

First Session

1. We review the fundamentals of our punting form and our theory of kicking. 20 minutes.
2. We start the boys off on kick and catch at 15 yards for form and gradually lengthen this to what we feel is within reach of the individual kicker. 30 minutes.
3. While the kickers are working at their assignments, we review the center passing and theory with the centers.
4. We review the fundamentals of our passing form and our theory of passing. 15 minutes.
5. We drill on footwork of the passer. (We do not use the ball on this). 10 minutes.
6. We start off on pass and catch at 15 yards stressing footwork and passing form. 15 minutes.

Second Session

1. We start with kick and catch for punters. 10 minutes.
2. The centers work on center passing. 10 minutes.
3. We explain out-of-bound punting and theory. Demonstrate. 10 minutes.
4. We start punters on kicking out of bounds. Kick from about three-fourths of the distance between the side line and mid-field and shoot for the 10-yard marker. Vary the kicker's position but never lengthen the attempted distance beyond his reach. 20 minutes.
5. Pass and catch for passers. Add cen-

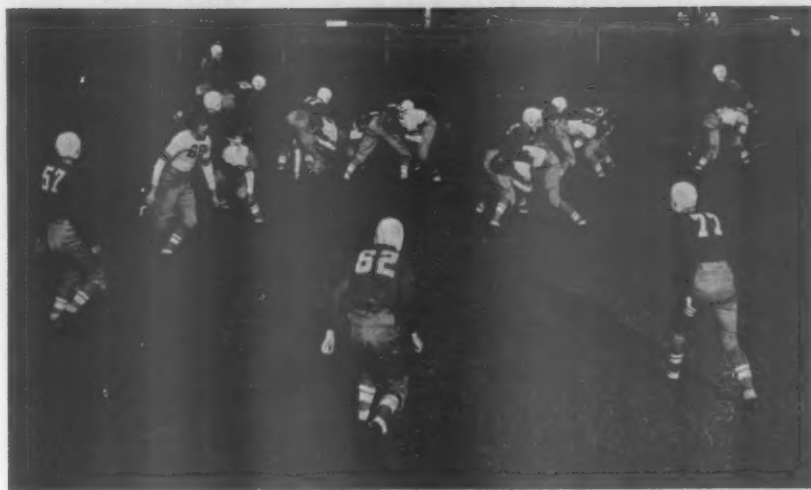


Illustration 1

Good organization in practice is a step toward organization shown in Illustrations 1 and 2

ters. 15 minutes.

6. We explain the fundamentals of the place-kick and the kick-off. 15 minutes.

7. Practice place-kicking. 20 minutes.

Third Session

1. Kick and catch for punters. Centers working on center pass.

2. Straight-away punting. (Keep within kickers' reach). Add centers here. 1 hour.

3. Kicking out of bounds.

4. Pass and catch: Emphasizing form and footwork. Add centers and lengthen out on passing.

5. Point after touchdown. 30 minutes.

6. Kick-off.

The organization for these sessions will vary some, for we will have some boys who can punt but can not pass and some who can pass but not punt and some who can do both. Then too, we like to keep trying with the younger boys in hopes that they may develop in time, so we subject them to all of the passing and punting drills.

If a boy can pass and punt we will rotate him from one activity to the other. If he does but one thing he can help out as a retriever for some of the kickers or as a receiver depending on the number of boys available.

We prefer getting these sessions under way by the second day so that the kickers and passers are prepared to work into any other drills that we might want in the regular sessions.

Explanation of the Kicking Chart

We like to start our out-of-bounds kicking from the 30-yard line. If possible we want to pair the boys up as near to ability as we can. The second boy is placed on the 10-yard line just inside the side-line as the receiver with a third boy about five to ten yards outside of him to act as a retriever.

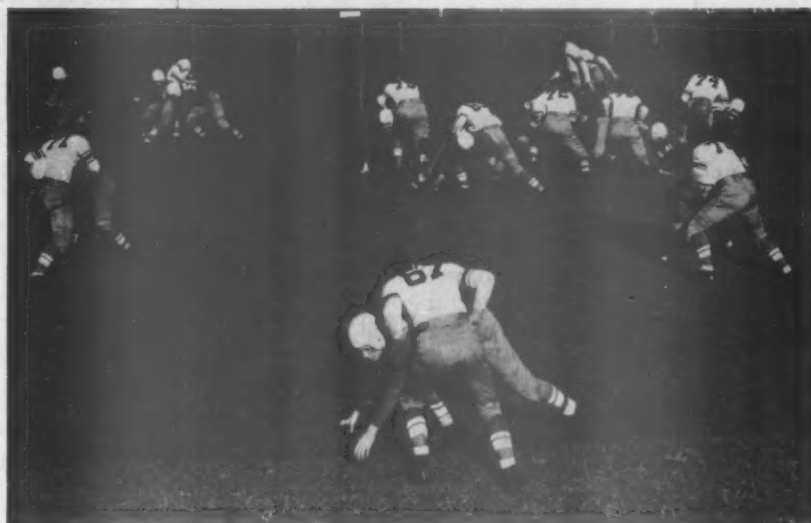
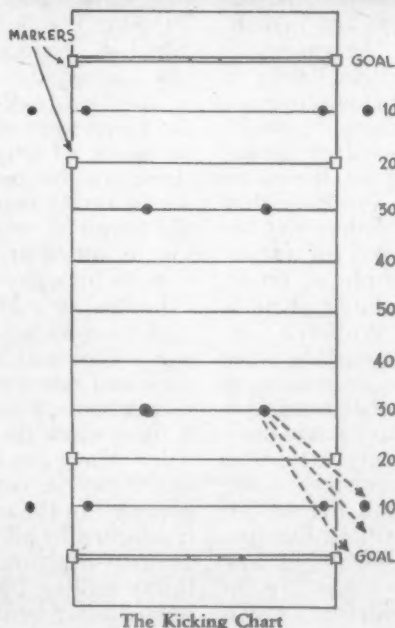


Illustration 2



This boy may be a student manager or one of the other kickers.

We have the kicker try for the 10-yard line for this really gives him a margin of 20 yards in which to better his kick over a punt into the end-zone for a touchback or possible run back.

The kicker will vary the angle and extend the distance as he progresses, the distance depending upon his ability. We want the kickers to change sides on this drill so as to get practice on kicking out on both the left and the right sides.

Practice Schedule for the First Three Weeks

Monday—August 26.

Limbering-up exercises and review the purpose of these. Give the rules in regards to doing these. 5 minutes.

Halfbacks: Footwork, ball-handling and timing for off-tackle and reverse play. 20 minutes.

Fullbacks and blocking-backs: Footwork, ball-handling and timing on straight buck and weak-side spinner plays. 20 minutes.

Linemen: Offensive stance and charge. Defensive stance and charge. 20 minutes.

Entire squad: Review fundamentals of the shoulder block emphasizing, 1. Fore-arm, upper-arm and shoulder parallel. 2. Contact coming from all three simultaneously. 3. Use arm as a flail in making contact. 4. Move shoulders across the line first. 5. Follow up with the feet.

Entire squad: Review our basic seven-man line defensive play. 15 minutes.

Entire squad: Four groups covering passes. Backs, ends and two linemen. 20 minutes.

Entire squad: Review our basic formation and basic off-tackle play. 15 minutes.

Encourage everyone to take a lap (Continued on page 65)

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JOHN L. GRIFFITH, Editor

The Need for Champions

THE star of world supremacy has been held in succession by Egypt, Assyria, Babylonia, Persia, Rome, and Great Britain. Today, whether we like it or not, the United States now holds the position once occupied by these other world powers. This is a categorical statement which probably would be quite generally accepted by all with the possible exception of Hitler and his followers.

Whether we agree that we hold the star of world supremacy or not, we can agree that the United States is the richest nation in the world, that its standard of living is higher than that of any other country and that it does, because of its economic position, if for no other reason, exert a certain amount of influence throughout the world.

How did we as a nation become great and successful? Largely because we have worked hard, depended on our own initiative, strength and ingenuity in facing the struggles of life. As energy is developed in conflict and as men become strong in overcoming obstacles, so we, as a people, became strong. Of course our form of government permitted and encouraged private initiative. It defended private property rights and placed no limits on success properly attained. The point, however, that we wish to make is this, that a nation does not become strong by living a life of ease. We, for a number of years, together with the people of Great Britain and France, have been dreaming about a six-hour day and a five-day week. We have harbored the notion that someone is responsible other than ourselves, if we do not succeed in making a living. Those people who, thinking that work is a curse, believe in peace at any price, have made their influence felt in this country. These are facts that are now staring us in the face. We probably would not have awakened from our Utopian dreams so suddenly, had it not been for the events in Europe. Having awakened, however, we are beginning now to take stock and, in taking stock, we who are interested in the nation's amateur athletics have a

right to call attention to the fact that through the years school and college athletic men have not been apostles of appeasement and groppers after the soft and easy life. Rather, we have accepted the fact that the law of the survival of the fittest still operates. It operates because it is nature's law and because from the days of Adam to the present the principle that strength is to be found in labor and toil endures. Our boys who through the years have learned to toil, train, sacrifice and endure, in order that they might do well in athletics, have not grown soft. The coaches who have consistently taught their boys that there was no royal road to success have had something to do with the development of a virile, sturdy type of American citizen. Those who wanted to apply the Karl Marx theory to athletics; those who thinking that it was wrong to win, wanted to handicap the athletic royalists, namely, the champions, have for the moment been silenced. The educators who insisted that it was not proper for an educational institution to encourage amateur sports, are now faced with the possibility that their students will be taken by conscription and given training that will harden them so that they can carry on their work in the defense of the country.

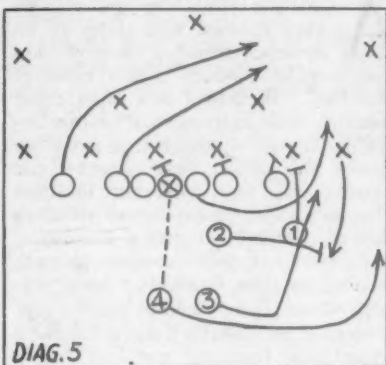
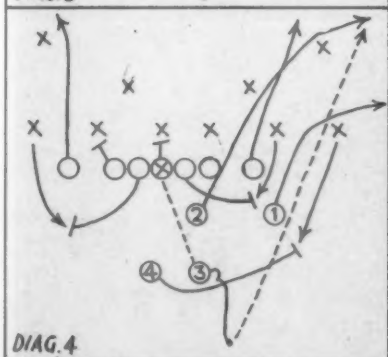
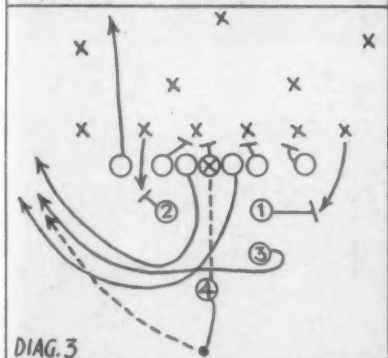
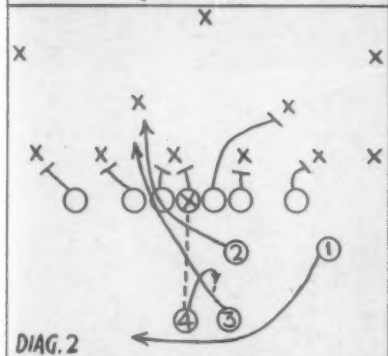
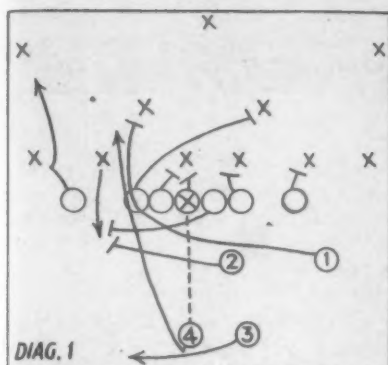
The pendulum has swung back again. The voices of those who think it wrong to win have at least been muffled. The nation again has need of her strong men. Our athletic system turns out strong, self-reliant, fighting men. A nation is no stronger than its men.

Community Recreation

WE have previously called attention to a plan for community recreation in the state of Minnesota. The Department of Athletics of the University appropriated a large sum of money for a study of recreation in typical towns and cities of that state. The American Legion co-operated with Director Frank McCormick in getting the program adopted. It is not too early to state that the plan has succeeded.

The idea back of the plan was this, namely, that the University of Minnesota and especially the Department of Physical Education should do everything possible to improve facilities and to work out a community recreation program that would benefit the people throughout the state of Minnesota. The idea is sound and consists chiefly of an administrative set-up which includes the schools, playgrounds, churches, etc. We have studied the Minnesota plan and recommend it for the consideration of all of our school and college men who are interested in civic and community welfare, especially in terms of recreation. We especially endorse this program at a time when the nation is preparing for possible war. Many are offering their services to the Army and Navy in connection with a physical training program in the armed forces. The Minnesota plan, if adopted by all of the states, would provide a program of healthful training for the one hundred and thirty million people who, in case of war, will not immediately be drafted for service.

Nine Outstanding Plays in the 1940 All-Star Game



Outstanding Plays of the All Stars

Diagram 1—The ball was passed back to 4 who faked it to the fullback 3 and then carried it between the defensive right tackle and the defensive right guard. The defensive right tackle was blocked out by the offensive right guard and the 2 back. The rest of the blocking is shown in the diagram.

Diagram 2 shows a quick reverse to the fullback, inside the defensive right tackle. The ball was snapped back to 4 who stepped forward, turned and gave it to the fullback 3. Two led the play through the hole and 1 faked back as if the play were a wide reverse.

The play shown in Diagram 3 was a screen forward pass behind the line of scrimmage from a short-kick formation. The ball was passed back to 4 who dropped back and forward-passed to the fullback 3, who had run to the left behind the two offensive guards. The execution of the play is shown in the diagram.

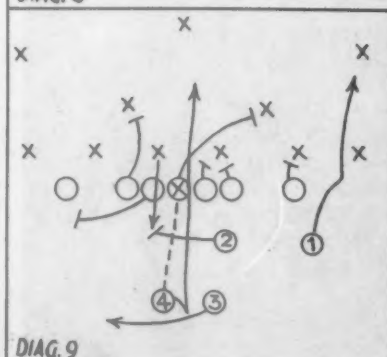
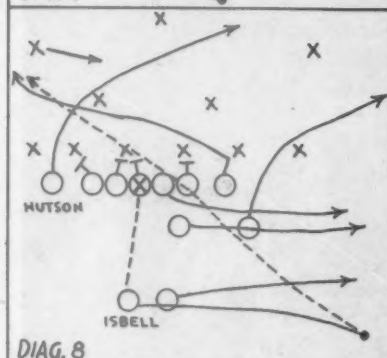
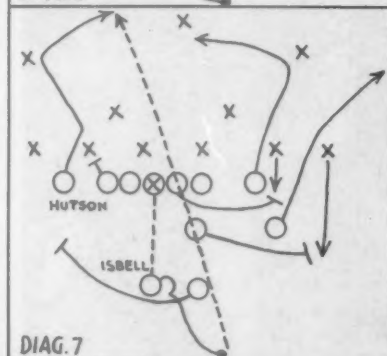
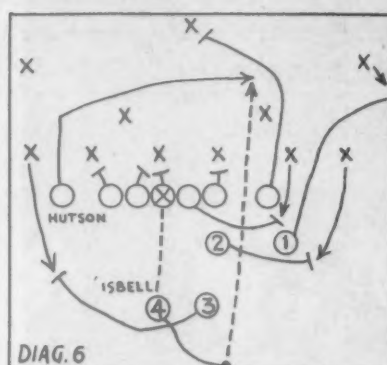
Diagram 4 shows a forward pass to 2. The ball was snapped back to the fullback 3, who faked it to the tail-back 4 and then faded back and passed to 2.

The play shown in Diagram 5 was an off-tackle play with the fullback 3 running wide. Two blockers were used on the defensive left tackle and one blocker on the defensive left end. The fullback running wide seemed to pull the defensive left end out.

Outstanding Plays of the Green Bay Packers

The pass play, shown in Diagram 6, was completed by the Green Bay Packers for a touchdown. The ball was passed back

(Continued on page 63)



Basketball Rules Illustrated

ADMINISTRATORS and coaches have watched with alarm an increasing tendency toward unsportsmanlike conduct in the game of basketball. Basketball is a rapid game, requiring more judgment and quicker action on the part of officials than any other game. This official must be quick and decisive. His most important decisions relate to personal-contact situations which must necessarily be matters of judgment.

If players and spectators thoroughly understood the rules, especially those of personal contact, there would be less "booing" of officials and basketball would become a better game from the spectator's viewpoint. These illustrations may serve to clear up a few points on the personal-contact rules among players and students.

Who causes the contact? The rule makers have established the principle that a player is entitled to take any position on the court which he can get *without causing personal contact*.

If player A jumps into the path of a moving opponent, B, so quickly that B cannot stop or change direction before running into A, the foul is on A. Player A may legally take a position one inch away from B, but if a normal movement by B results in contact, the foul is again on A. Player A may stretch his arms or extend his elbows, but if A must lower his arms or elbows when B tries to move normally, then A has taken an *abnormal* position. Most fouls for blocking result from attempts to assume an abnormal position.

Rule 7, Section 10, outlines the rights of a dribbler, and Rule 15, Section 9, defines illegal actions by or against the dribbler.

Illustration 1—The start of the dribble.
Illustration 2—Here the defensive player in black attempts to steal the ball and charges the dribbler in doing so.

Illustration 3—He causes bodily contact.

Illustration 4—He is reaching for the ball.

Illustration 5—He has control of the ball, which he has gained illegally, and the referee rightfully calls a foul.

Illustration 6—The dribbler is establishing direction on the court. He may not change this direction unless he is sufficiently in advance of his guard to avoid contact.

Illustration 7—He leans toward the guard.

Illustration 8—He illegally charges the guard.

Illustration 9—He has disposed of the guard.

Illustration 10—The official has right-





fully called a foul on the dribbler. Rule 7, Section 10, permits screens which the comments on the rule distinguishes from blocks—always illegal.

Illustration 11—The pivot man is receiving the ball.

Illustration 12—He pivots from the guard.

Illustration 13—Number 7 in white starts to screen while the dribbler advances.

Illustration 14—Number 7 in white has successfully screened the player Number 4 in black while the center dribbles toward the goal.

Illustration 15—Number 8 is in the act of shooting after Number 7 has successfully screened Number 4. All are legal movements.

Illustration 16—The players in white start an offense.

Illustration 17—The pivot man is receiving the ball.

Illustration 18—As the teammate in white cuts for the basket, Number 7 in white has blocked opponent Number 4 in black.

Illustration 19—They continue toward the goal.

Illustration 20—A foul has been called on player Number 7 for blocking.

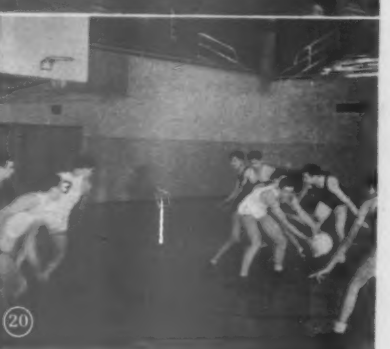
The *ATHLETIC JOURNAL* is indebted to The Last-Bilt Education Bureau for these pictures. They are taken from a sound film produced under the supervision of Oswald Tower, Editor of the Official Basketball Rules and H. V. Porter, Secretary of the National Basketball Committee of the United States and Canada.

Rule 7, Section 10

A DRIBBLE is made when a player, having gained control of the ball, gives impetus to it by throwing, batting, bouncing or rolling it, and touches it again before it touches another player. In a dribble the ball must come in contact with the floor, except that one "air dribble" may be made; that is, a player may begin a dribble by tossing the ball into the air, or during a dribble he may bat the ball once into the air with one hand, and may touch it again before it strikes the floor, etc.

Rule 15, Section 9

A PLAYER shall not hold, trip, charge or push an opponent, whether or not either player has possession of the ball. If a dribbler charges into an opponent, or makes personal contact with an opponent, without an apparent effort to avoid such contact, it is a personal foul. If, despite the dribbler's efforts to avoid contact, personal contact ensues, either player, or both, may be guilty; but the greater responsibility is on the dribbler if he tries to dribble by an opponent who is in his path.



Football Practice Drills

By Dana C. McLendon

Ponce de Leon High School, Coral Gables, Florida

THE average coaching staff can scarcely find time to prepare its squad thoroughly for all the demands of modern football. It is necessary to use the practice session in the most efficient manner.

Practice drills must be as varied as possible in order to stimulate and maintain efficiency. Drills should be compatible with efficiency, and should bear a direct relationship to each type of offense and defense. Squad members should not be called on to practice a large number of stunts that they will not use under game conditions.

Your practice field may have as much mechanical apparatus as a public playground or you may believe in "live-bait" practice. We shall assume that you have swinging blocking and tackling dummies, standing dummies, charging sleds and blocking aprons.

It is a good procedure to have your squad report to the field directly after dressing, and, after preliminary warming-up exercises, take a prescribed number of different types of blocks and tackles. The guards may practice pull-outs, the ends faking and cutting away from pass defenders, and other men doing stunts that they will actually use. The point to stress is that each man take a definite number of blocks and tackles, and do the type of work that will benefit him. It is a waste of time for a guard to practice receiving



BEFORE taking up his duties as football coach at Ponce de Leon High School, Dana McLendon coached at Beaufort, South Carolina, and Griffin, Georgia. Mr. McLendon has discussed in previous issues *Developing the Passing Game* and *Protection for the Passer*.

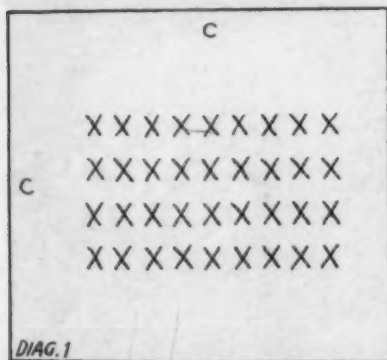
passes, and for the tackles to practice handling the ball on spinners. The boys who are diligent in this informal work will most likely be the ones who are starting the games later on.

The coach should base his practice on the individual and team needs of his group. If halfback Doakes needs more practice on pass defense, the practice session should take care of this need. The coaching staff should make a daily survey of the progress or deficiency of each player and of the squad and team as a whole. It is senseless to lump practice into a conglomerate whole and trust to luck that each department will receive adequate treatment.

Many practice sessions begin with a short calisthenics drill. The men may be lined up as shown in Diagrams 1 and 2.

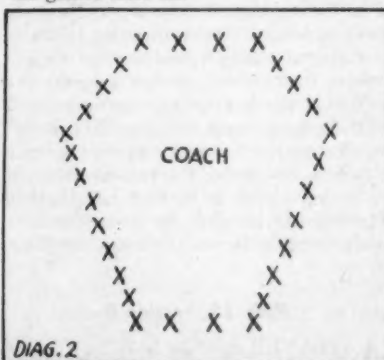
The coach will save much valuable time if he will name his drills so that the players will recognize them instantly and can take their places without loss of time. For example, in working with a 7-man sled (Diagram 3) Line A should execute its assignment, probably two right-shoulder and two left-shoulder blocks, then its place will be taken by Line B, and A re-assembles to the rear to await its turn. Care should be taken to avoid having groups standing idly by for long periods. All drills should be executed with snap and precision.

It is better to practice fundamentals under simulated game conditions. Two procedures are combined in the following tackling practice drill. The defensive backfield practices tackling or pass defense under game set-up while the offensive



Below is listed a daily practice schedule.

TIME	ENDS	TACKLES
4:00	Shoulder	Shoulder
4:15	Blocks	Blocks
4:15	Passing	2 on 1 blocking
4:30		
4:30		
5:00		etc.
5:00		
5:30		



GUARDS	CENTERS	BACKS
Pull-outs	Snap ball to kickers	Kicking
		Broken field stunts
2 on 1 blocking	Pass defense	Passing
		Pass defense

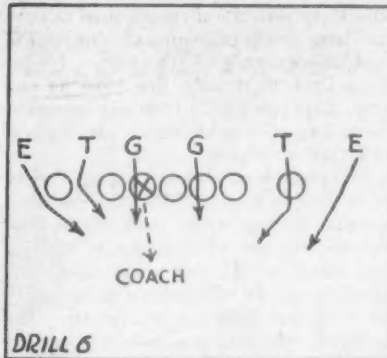
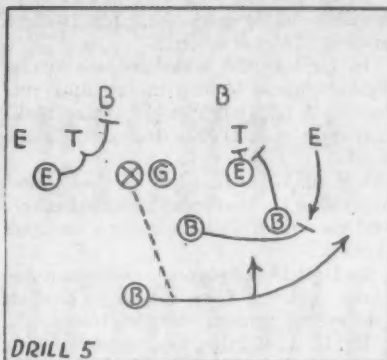
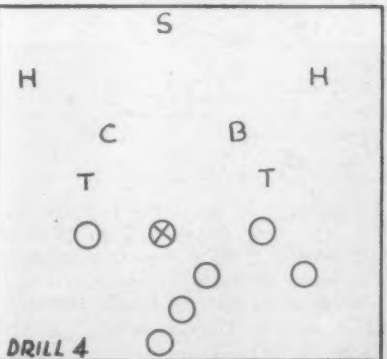
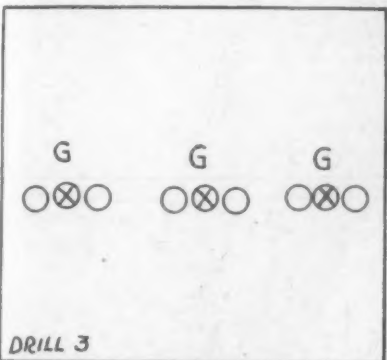
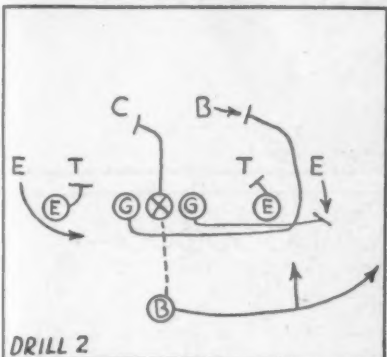
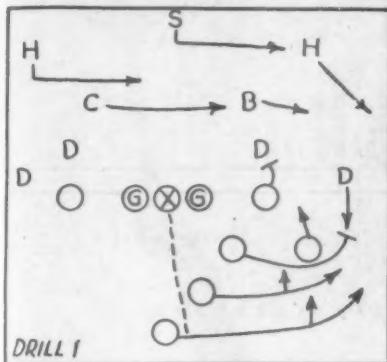
team practices running plays and blocking. Players may be substituted for the dummies (Drill 1). Guards may be added to practice downfield blocking.

Drill 2 shows an offensive drill for guards. They may practice blocks on ends and backers-up. Ends work on defense and offense.

A defensive drill (Drill 3) is given for guards. The guard takes his position directly in front of the middle man. He

can be blocked by any one of the three or by a combination. He must fight against resistance, while going straight in, because major resistance will come from the direction in which the ball-carrier will travel.

Drill 4 may be used for pass defense



and offense. After the passer has developed a good throw he should always work under a game set-up. This drill has fine possibilities for developing good faking on the part of pass receivers. It should be combined with Drill 1 at times. It is good practice to put tackles in front of the ends so that the ends may have practice in eluding tackles who try to hold them up.

Drill 5 shows a defensive end and tackle drill. The ends change to get both offensive and defensive drill. Guards may be added to block the ends or backs. Tackles and ends practice defensive stunts.

A defensive line drill is shown in Drill 6. The defensive line watches the ball and the opponent, and charges on the snap of the ball to the coach. The coach checks for aggressiveness, use of the hands and arms, position of the body and other factors. The offensive line gives passive resistance. Speed drill. This is a very good drill to check line spacing after the defensive men cross the line of scrimmage.

In the speed drill (7), the guards try to catch the man in front. The backs follow the same plan. The dummies are placed from 8 to 30 yards out.

In the speed signal drill (8), two teams line up to run signal drill on the same snap signal. Try to cross the line first.

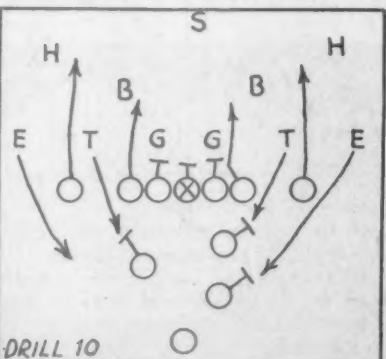
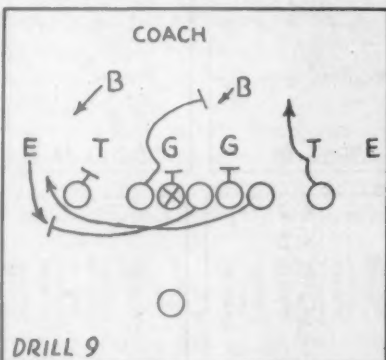
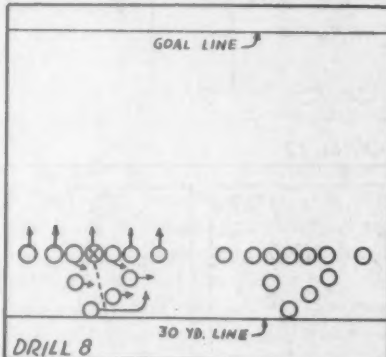
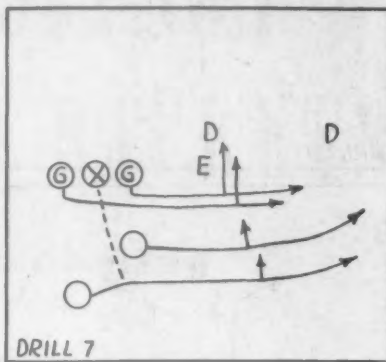
In the offensive line blocking drill (9), the line may practice blocking assignments on any play, the coach checking on stance, tip-offs, speed, execution, etc.

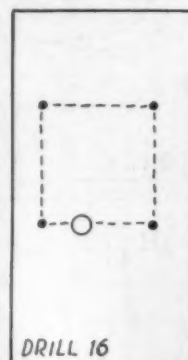
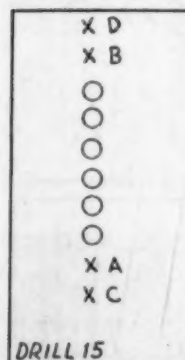
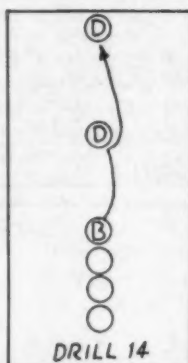
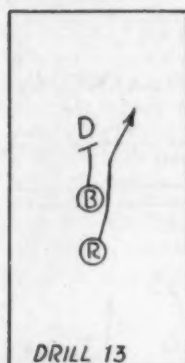
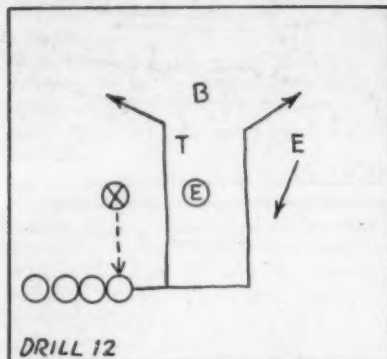
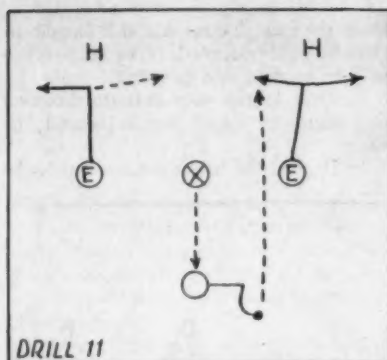
A great deal of kicking should be practiced from the set-up shown in Drill 10 with Team B using different maneuvers to

block the kick. Teams A and B should alternate. Several good types of practice may be worked into this drill.

In Drill 11 the ends indicate direction and stunt by finger signals behind the backs.

In Drill 12 the backs practice cut-backs





In Drill 15 the backs run through automobile tires. A gives the ball to B, who gives it to C and so on.

In Drill 16 the backs practice cutting square corners to help in executing cut-backs. A large number of running backs may take part in this drill at the same time.

In Drill 17 the lineman practices a forearm shiver or other stunt on his opponents and goes on through to tackle a swinging dummy.

In Drill 18 the players are lined up five yards apart. They execute head-on tackles and running shoulder blocks.

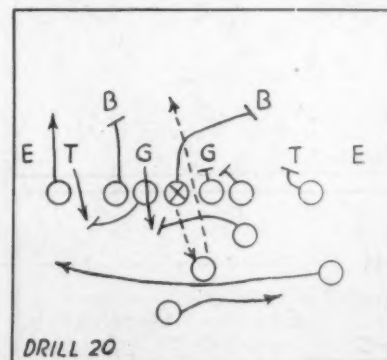
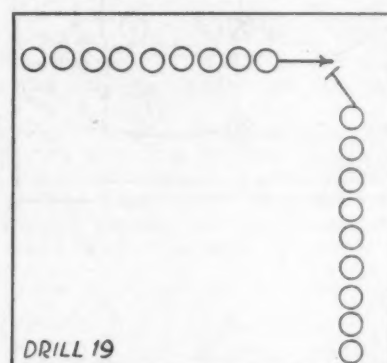
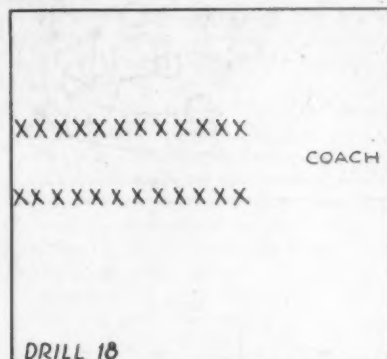
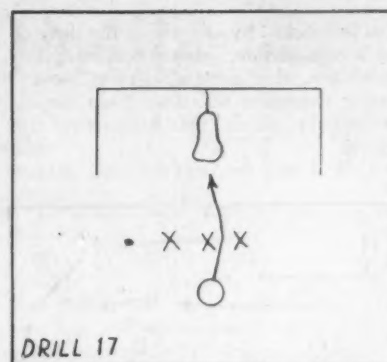
In Drill 19 the men execute angle tackles. It is better to break these groups into three separate divisions than to have one large group consisting of nine men in each division.

In Drill 20 straight line blocking and trap plays are used in various sequences to drill linemen in defensive play against this type of offense.

It is possible to work out a great variety of drills for a squad. Speed charges, wind sprints, kicking drills, pass offense and defense, the use of dummies in tackling and blocking all offer many interesting possibilities. It will perhaps be necessary to work out drills for individuals. The halfback, who lets pass receivers get behind him, may need drill in running sideways and backwards. The slow kicker, who has his kicks blocked in the game, may need practice in kicking against rushing linemen. The linemen who are slow in recovering their feet after body blocks may need work similar to that given in Drill 14. The guard who misses his shoulder block on the backers-up may need more drill on blocking the end or in turning up the field in such a way as to meet the fullback straight on instead of at a side angle. The tail-back who is not executing the cut-back plays properly needs drill like that given in 12. The defensive linemen who rise up before charging may be corrected by Drill 6. The spinner-back who is not handling the ball properly needs individual drill and practice with his backfield before being permitted to scrimmage.

Whatever your choice of drills it is well to repeat that all drills should be run with snap, precision and speed. No loss of time should be permitted in changing from one drill to another. Other things being equal it is better to have several short drills covering various departments than one long drill that covers only one. The interest curve must be taken into consideration. Players are more likely to block and tackle with abandon if they know that the drill will last a relatively short time and not be continued the entire afternoon. Practice should be made as interesting as possible.

All drills that involve team play should be run on a count, the team moving on a starting signal. The same plan should be followed in the practice of shoulder blocks



outside and inside tackle.

In Drill 13 the ball-carrier cuts to the side of the dummy behind a blocker.

In Drill 14 the blocker uses a body block on the first dummy, gains his feet quickly, and uses a shoulder block on the second dummy.

and pull-outs by linemen. This practice will carry over almost en toto to team play. After all, the purpose of these drills is to make better individual players and better team players, and individual drill and team drill should be made as nearly alike as possible.

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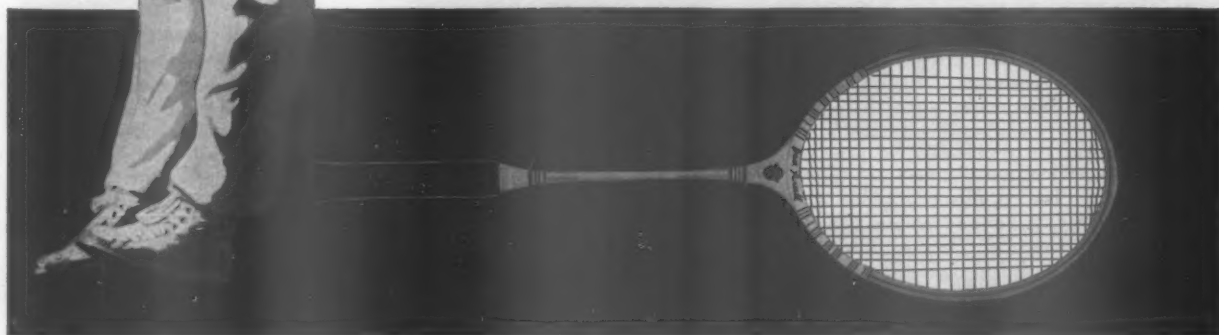
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Selected Rules That Football Players Should Know

By Paul Stagg

Football Coach, Springfield College, Springfield, Massachusetts

ONE of the big problems of a football coach is that of teaching the members of the football squad the rules essential to fine play. Most football players know the common rules, but there are situations in nearly every football game that may be played to advantage by the team or player that knows more than the common rules. Nevertheless, most coaches do not have the time to go through the rule book with the players and give them a thorough knowledge of the rules and their interpretations.

Although it is impossible to short-cut the studying of rules for officials, there are many rules and interpretations that a football player, other than the captain does not need to know. With this in mind, at Springfield College, we put out a mimeographed set of rules essential for all players to know. In this set of rules, no effort is made to cover all the rules. In some instances, the rule statement is true only within limits (there may be exceptions), but there is no need for the squad member to know those exceptions. Our mimeographed rules are as follows:

General

1. If there are two lines at the goal, find out which is the goal line.
2. The choices at the start of the game. The winner of the toss: (a) May kick. (b) May receive the kick-off. (c) May choose the goal. The loser of the toss: (a) If the winner chooses the goal, the loser may kick or receive. (b) If the winner chooses to kick or receive, the loser of the toss has choice of the goal.
3. Remember the loser of the toss has first choice the second half.
4. Since it costs our team a time-out when a substitute enters the game, except when time is already out, it is important to know when time is out. Time is taken out: (a) "While the ball is brought out for kick-off." (b) "During try-for-point after touchdown." (c) "After a touchdown, safety or a touchback." (d) "After a fair catch has been made." (e) "After an incomplete forward pass." (f) "During enforcement (or declination) of penalties." (g) "When the ball goes out of bounds." (h) "During all substitutions." (i) "When play is for any reason suspended by the referee."
5. A team is entitled to three time-outs a half without penalty. Any additional time-outs cost five yards, unless the in-

jured man goes out of the game.

*6. A player cannot be returned to the game during "the same period or intermission in which he was taken out." Help your coach by remembering about yourself. *This is not true for high school play. A player may return to the game once during the same period.*

*7. You must report when you enter the game except at half time.

*8. You must not speak to anyone on the field when you enter the game before one play has elapsed, except through the official. If you are substituted for the offensive or defensive signal-caller, you are

THE rules selected by Mr. Stagg as those essential for his players to know should be helpful to all coaches. Most players know the fundamental rules, and games lost by players not knowing the rules are rare. Touchdowns have been lost, however; points after touchdowns have been lost and certain advantages on the field have been lost by players not knowing the rules. The high school rules that differ from the college rules have been starred and attention called to the difference so that this selection of essentials may be valuable to both college and high school players.



Paul Stagg

entitled to call signals, but tell the official you are to call them. *The high school code permits communication by a substitute.*

9. There must be seven offensive players on the line of scrimmage with "both hands, both feet or one foot and the opposite hand up to or within one foot of the line."

10. All men on offense after a shift or huddle must be stationary for one second before the ball is snapped, except for one man moving obliquely or backward. There must be no "movement of the feet or sway of the body, head or arms at the instant the ball is put in play." Our formation is supposed to stop completely for one second before the ball is snapped.

11. A backward pass or fumble can only be advanced by the offensive team, unless the ball is intercepted in the air. If you are on the defense, play safe and fall on a ground ball, as it will not do you any good to pick it up and run with it.

12. The off-side penalty is five yards. Consider before you lose that for your team.

13. You are entitled to have the ball wiped off on a muddy day, providing you do not abuse the privilege.

14. In the act of centering, the ball must be horizontal to the ground and parallel to the side lines.

15. The ball in centering must be passed in one continuous motion, so claim a penalty if it is not passed that way.

16. On the point-after-touchdown, the play is not over until the ball is dead. A point can be scored even after a blocked kick.

In high school play, if a kick is attempted on a try-for-point, the point can be scored only by the kick. The ball is dead as soon as it is evident that the kick is not successful.

Kick-off (Defense)

17. If you are one of the five center linemen returning the kick-off, you must stay in the restraining zone (not less than ten yards and not more than fifteen yards from the ball) until it is kicked.

18. It is a free ball on the kick-off after the ball has gone ten yards, so you must go after that ball. It is a touchdown if your opponents fall on it over your goal line.

19. If you touch a ball that later goes over your goal line, but you do not add

(Continued on page 52)

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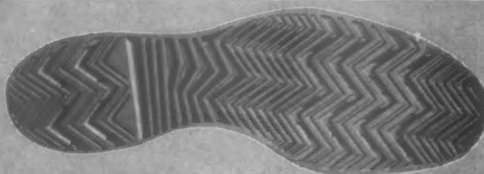
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ATHLETIC FOOTWEAR

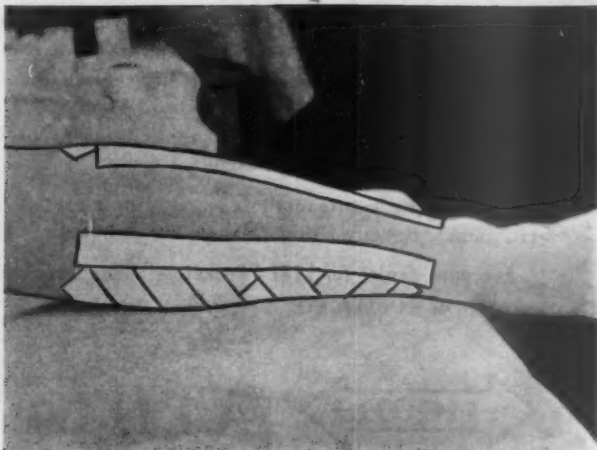
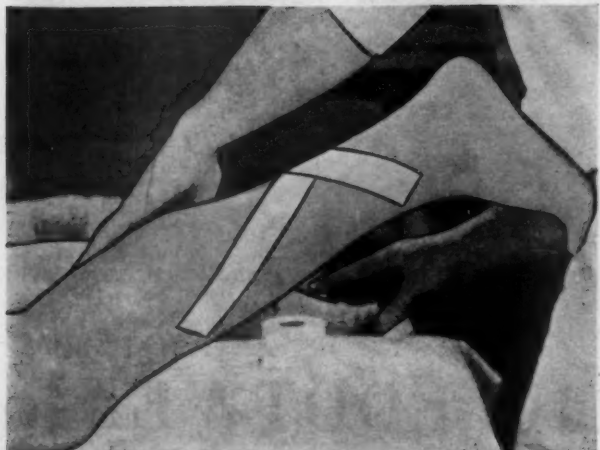
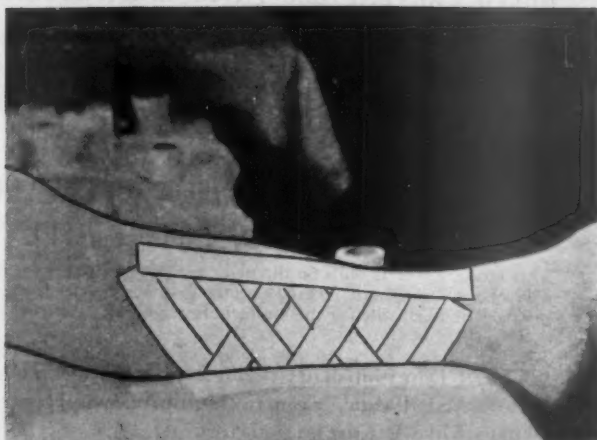
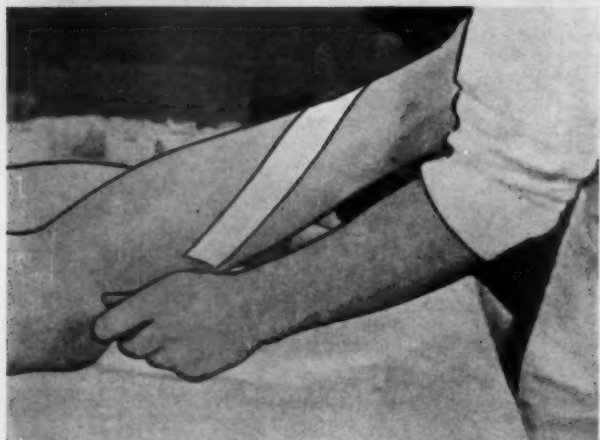
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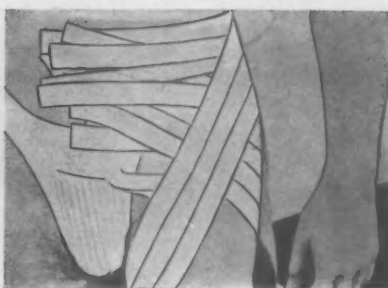
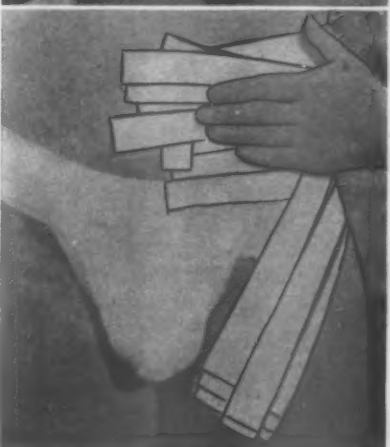
The Care and Prevention of Injuries Through Proper Taping

MANY schools have their own trainers who are versed in the care and prevention of injuries.

Other schools have the co-operation of the city or village physician in caring for the athletes. There are, however, still some

coaches who have that responsibility and it is for these men especially that this article and the one on ankle and shoulder





taping appearing in the May issue have been prepared.

Taping a Shin Splint

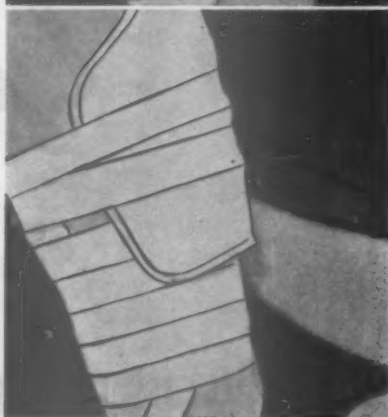
The shin splint is a painful injury in which the muscles and tendons normally attached to the tibia, or shin bone, have been pulled loose by continual pounding on hard ground or floors. It more often occurs in track and basketball than in football. The leg is slightly bent so as to shorten the stretched muscles in order that the tape may support them at more nearly their normal length. Inch and one-half tape is used and strips are wound spirally nearly around the leg. They are applied, starting from the shin bone near the ankle and crossed over the calf of the leg to the front somewhat below the knee. The second strip starts from the other side of the ankle and crosses the first in the back of the leg, and so to the opposite side at front, and the succeeding strips alternate in this manner, producing a spiral basket weave. Note that the ends of the tape towards the foot are fanned and barely overlap, so as to distribute the support over as large an area as possible.

Because the leg has been slightly bent during taping, the tape is able to support the muscles against the pull of gravity while holding them firmly towards the shin bone. This gives the injury a chance to rest and to heal in normal position. To finish the job it is necessary to anchor the ends of the tape along the shin bone, and this is done with two pieces on each side.

The Use of Thigh Pads

The use of thigh pads to prevent bruises and possible Charley Horse is universal on football teams. Although pockets for the pads may be provided in the uniforms, probably the best way to wear them is to tape them on. Two or three strips of tape put around the leg and pad with light pressure will hold it in the proper position to give the best protection. The tape prevents any slipping around to the side as sometimes occurs when the pads are placed in the uniform pockets. Such misplacement would leave the thigh open to blows and bruises which might develop into Charley Horse.

(Continued on page 63)



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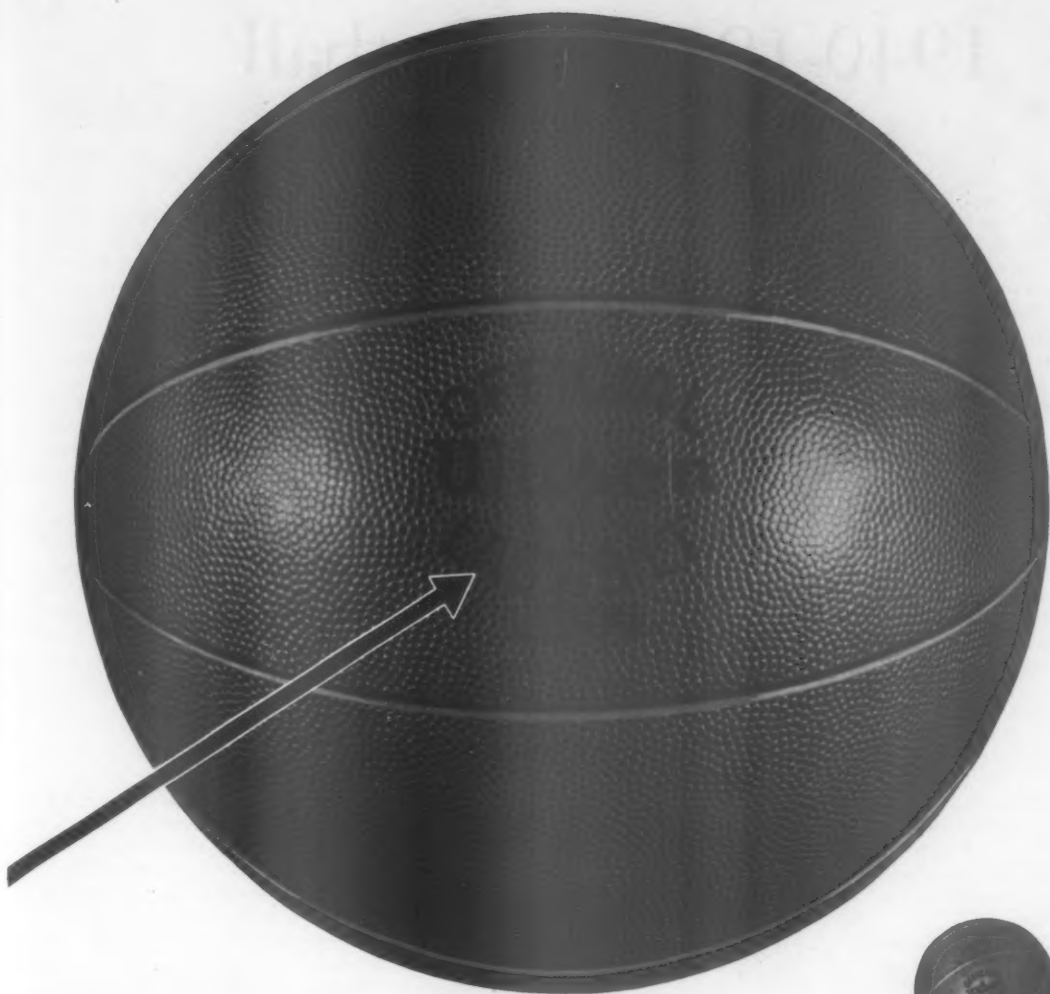
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Perfect roundness is obtained by the famous Wilson "Last-Bilt" Process in which a *seamless* ball is built over a rigid, spherical last of absolute roundness.

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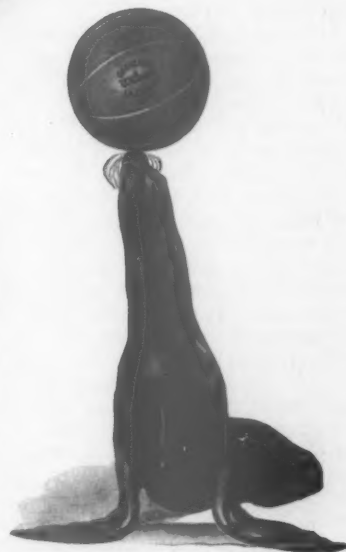
Good for a full season's play because there are no stitches, seams or edges to wear out. Two rubber valves, on opposite panels, contribute to perfect balance and practically eliminate valve repair.

An aid to better play and a decided economy. See a Wilson dealer or write.

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Wilson OFFICIAL LAST-BILT BASKETBALL

for SEPTEMBER, 1940



1940-1941 Basketball

By H. V. Porter

Secretary, National Basketball Committee

BASKETBALL is in harmony with the "zeitgeist" and has taken on a streamlined appearance. The new rules which are to be found in the special summer coaching school edition which is now available outline several modifications which are designed to bring basketball equipment and type of play into harmony with the modern preferences of spectators and players.

Rule Changes and Comments

Court Diagram. No change is to be made in the diagram of the court. It will be made clear that during a free throw the player who occupies the space marked H or V is entitled to the entire space from the first alley mark to the end line.

Rule 2. The smaller streamlined backboard which was outlined for experimental purposes by the committee last year is legal at the option of the home team. The new style board is outlined on page 47 of the special edition of the guide. It has an overall width of fifty-four inches and the top is an arc having a radius of twenty-nine inches and a center three inches above the ring level. The lower edge of the board directly behind the ring is level with the ring. The new board contains no sharp corners or edges.

This board is legal wherever the management may choose to use it. It should be understood that no organization will be compelled to make the change. It is felt that no team will be handicapped by practicing on one type board and playing on the other. The new board will have a plane surface, the same as the old. The part which has been eliminated has been waste space for many years and, because of more recent changes in the game, has become a detriment to free use of all the playing space. It is suggested that, when an organization chooses to keep its present backboards and finds that it will play some of its games on courts having the new board, the unused space on the traditional board be blocked out with a dark paint to give the target the same appearance as that of the new-type board.

Rule 4. The rule relative to the size, color and reaction of a legal ball will remain exactly as it was last year. The questionnaire which was nationally circulated indicates an overwhelming satisfaction with the present ball situation. Any difference in opinion relative to which of the various types of official balls is most satisfactory is a healthy condition which will result in continued improvement of equipment and ultimate use of the best.

Because of various alleged difficulties

during the transition from the sewed-type ball to the molded-type ball, an expression of sentiment was requested on the annual questionnaire. The results indicated an overwhelming satisfaction with the molded-type ball. The vote was 1,852 expressing entire satisfaction with the molded ball and 345 preferring the sewed ball.

Rule 5-3. Several minor changes were made in connection with the proper time and method for making substitutions. A substitution will be permitted any time the watch is not running except during the interval between the time the ball is placed

at the disposal of a free thrower and the time the free throw is successful or unsuccessful. It will also be permitted any time the ball is dead with the watch running except after a field goal.

Rule 5-8. It is strongly recommended that players be numbered consecutively beginning with the number three and that ranking players wear the lower numbers. It will also be prescribed that, wherever possible, the home team wear suits of a light color and the visitors suits of a dark color.

Rule 7. Several changes in wording and arrangement have been made and are a step toward modernizing this rule. One slight change is in 7-2. The change provides that, in case the ball is passed by player of A and is then touched by player of B, who is standing on or outside the boundary line, the ball be awarded to the nearest player of Team A. The responsibility for causing the ball to go out of bounds is on the player who is out of bounds before touching the ball.

Rule 8-1. In high school or junior high school games, an automatic time-out is to be declared in the middle of the second and fourth quarters, provided neither team has taken a charged time-out during the first four minutes of these quarters. This official's time-out is to be of two minutes duration.

Rule 9-3. When a high school game ends in a tie, one overtime period of three minutes duration will always be played. Thereafter the sudden death method of breaking a tie will be used.

Rule 9-4 and 5. When a game is forfeited, the score at the time of forfeiture will be considered the official score in cases where it would be to the disadvantage of the offended team to have the score declared 2-0.

Rule 10-1—Note to Officials. When the ball is awarded to a team out of bounds from its front court, the official must have actual possession of the ball and then hand it to the proper player.

Rule 13-1 and 2. These sections have been brought up to date and a definite procedure for the official, when a foul is called, is prescribed. The rule relative to the player who shall make the free throw when an injured or disqualified player is to leave the game or when it is discovered that a player is illegally in the game has been made consistent. In such cases the substitute must attempt the free throw.

Rule 14-2. If a free thrower who is attempting to throw for a technical foul steps over the line too soon, the point shall

(Continued on page 49)



H. V. PORTER

AFTER serving as coach, high school principal, city superintendent of schools and college instructor, H. V. Porter became assistant manager of the Illinois High School Athletic Association and Managing Editor of the Illinois Athlete. Since 1929 Mr. Porter has represented the high schools on the National Basketball Rules Committee, now serving that committee as secretary. He headed the committee which compiled and published a new code of football rules to adapt the game to the capabilities and needs of high school boys.

The work of the National Federation has grown to such proportions that it can no longer be handled as a branch of the Illinois State Athletic Association. The new office is now at 7 South Dearborn Street, Chicago. Mr. Porter is Executive Secretary.



RIDDELL



COACHES TAKE NOTICE SPECIAL ON CLEATS

We have had No. 4 and 5 cleats for twelve years. They are made of a special rubber fiber stock. These are the best No. 4 and 5 cleats we have ever had. Because of quantity production we can give you the following prices:

No. 4 Female Regular ($\frac{3}{8}$ " on end). Per set of 14 in bags . . . 20c

No. 5 Female Mud ($\frac{3}{8}$ " on end). Per set of 14 in bags 20c

No. 4 and 5 MALE (same dimension as above). Per set of 14 in bags . . 25c

No. 1 Plyable Rubber Regular ($\frac{1}{2}$ " on end). Per set of 14 in bags . . . 30c

No. 2 Plyable Rubber Mud ($\frac{3}{8}$ " on end). Per set of 14 in bags 30c

(We also carry in stock for use of the professional football players our No. 6 and No. 12 concave cleats at 30c per set, and No. 5 $\frac{1}{2}$ small mud cleat at 30c per set.)

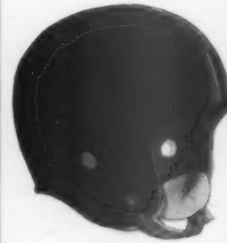
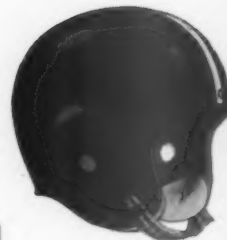
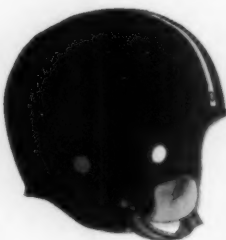
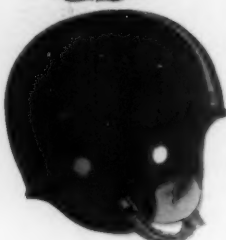
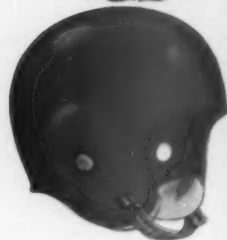
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The Riddell system of marking and advertising is your protection. A genuine Riddell shoe in all sports has the name "RIDDELL" perforated in the top of the tongue. Remember a shoe is not a genuine RIDDELL shoe unless it is so marked.

The style (which also designates the grade) is perforated near the top of the tongue.

Our catalog gives you the standard school price of these styles of shoes.

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School Price \$6.00

THESE HELMETS ARE MADE OUT OF PLASTICS AND ARE—

- 1. Stronger.**
- 2. Lighter.**
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FOR 1940 WE WILL HAVE TIME ONLY TO MAKE TWO-TONE HELMETS AS PER PICTURES OR CUTS.

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PURPLE
BROWN

TOP STRAP COLORS

RED
ORANGE
YELLOW
GREEN
BLUE

BLACK
WHITE
GOLD
SILVER
PURPLE

IN FULL COLORS ONLY

RED
BLACK
GOLD
OLD GOLD
SILVER

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Athletics for All

By Charles J. Dalthorp

Superintendent of Schools,
Aberdeen, South Dakota

THE problem of establishing an athletic program that is broad enough to satisfy the demands of a tax-paying public and at the same time functional enough to meet the needs of the students confronts every school executive responsible for a secondary school organization. Many plans have been evolved to meet the problems in each community. Aberdeen, South Dakota has solved its problem to meet local needs and demands.

I came to Aberdeen shortly after the first World War. My duties consisted of teaching five classes of chemistry, serving as a home-room counselor, acting as a general class adviser, managing all athletics and incidentally coaching football. My initial experience as a football coach was most distressing. I recall how enthusiastically I looked forward to my first practice session, confident that a high school in a city of 15,000 inhabitants would surely send forth an array of material that would bring joy to the most lachrymose coach in existence. If anyone's buoyant hopes ever collapsed with any more celerity than mine, he surely experienced a depressed feeling.

Instead of being greeted by a squad of from sixty to seventy husky boys well established in football fundamentals, I found twenty-one scrawny, inexperienced, unenthusiastic neophytes. When I began to look for equipment for the group I found twelve sets of shoulder pads, fourteen headgears, fifteen pairs of pants, and one badly tattered sweater. Stockings were of a nondescript variety that had been



The Aberdeen School Civic Auditorium

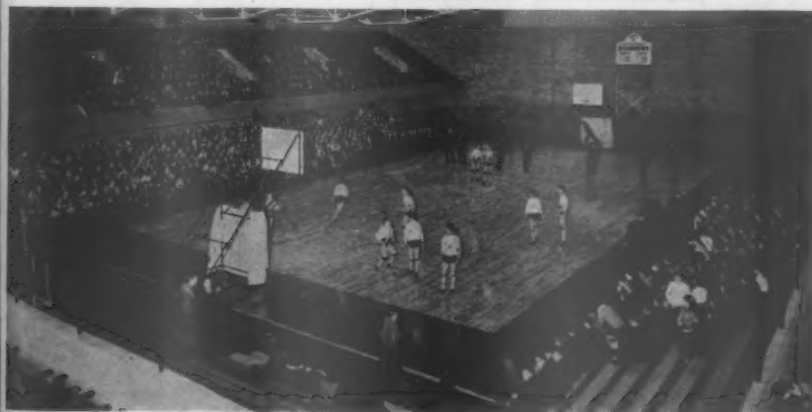
passed along from the city baseball team.

I went in desperation to the superintendent of schools to explain my dilemma and appeal for sympathy. I was curtly informed in no uncertain terms that athletics had to be self sustaining and there was no money available for equipment. Even with my lack of experience I had enough endowed intelligence to realize that if a football squad was to function it must at least have equipment. I went to the banker, explained the situation to him, and borrowed enough money on my personal note to purchase a sufficient amount of second rate material to complete the outfitting of a squad of twenty-five boys.

I was still a novice in my educational career when I realized that, instead of football being an incidental part of my respon-

sibilities, as the superintendent had explained to me, it was a paramount part of my educational assignment; at least in the eyes of the public. I also learned rather early that a railroad town in the West wanted winning athletic teams and that the coach was expected to produce them "or else." The early part of my first and only football schedule went rather well with push-over opponents. As the season advanced the scores of the opponents mounted and ours decreased until I found myself enveloped in an inferiority complex of constant defeats that made me slink down the streets like a friendless Chinese coolie evading the law. To escape the taunts of the barber shop quarterbacks and the drug store halfbacks I bought my medicinal supplies from a chain auto accessory store whose managerial tenure was even more insecure than that of a football coach. I had my tonsorial work done at a side street Mexican shop where the chief sports-interest was centered around Bull Fights. Somehow I managed to get through the season without decapitation and found that by basketball time the coach of that sport was absorbing all of the punishments I had endured during the balmy autumn months.

My tenure as a football mentor ended after the first season. From that time until I became superintendent there was a mighty parade of coaches through the Aberdeen school system. All of them encountered the same problems that I found my first and only year in the field of athletics when the calcium flare of critical

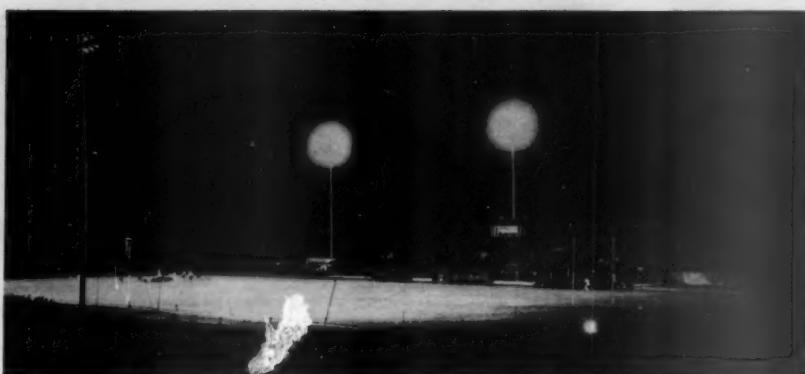


Basketball in the Auditorium

public scrutiny was focused upon their "won and lost" column.

After I rose to the rank of chief executive in Aberdeen I resolved that, if the people of the community were going to demand winning athletic teams, it was part of my job to inaugurate a program that would insure an abundance of well-developed material for the varsity teams each year. To start the program a Director of Athletics and Physical Education was appointed. Three coaches were selected for the varsity positions of football, basketball and track. Men were selected for these places, who had training in physical education as well as in athletics, and could teach physical education classes during the day. As rapidly as vacancies occurred in the teaching positions of junior and senior high schools, these places were filled by men qualified to teach and handle athletics as an extra-curricular activity.

After a long series of evolutions the plan has finally reached the stage of efficiency in operation today. The general plan is exemplified by the football organization. A head football coach and an assistant handle a varsity squad composed of between twenty-five and thirty boys. This team plays in the Eastern South Dakota Conference, an athletic conference composed of the larger cities east of the Missouri river in the state, and occasionally meets the better teams in North Dakota and Iowa. A team of boys of junior classification under the direction of a coach, who teaches a full class load in addition, plays the larger towns within a radius of one hundred miles of Aberdeen. A team of boys of sophomore classification under the direction of a teaching coach plays in



The Aberdeen High School Athletic Field

an athletic conference located within a radius of fifty miles of Aberdeen. An intramural league composed of two teams from the Roosevelt Junior High School, one from the Simmons Junior High School and one from the sophomore class in high school lacking sufficient ability to make the regular sophomore team completes the football organization. All intramural teams are coached by classroom teachers. These teams play a double round-robin schedule. For all intramural games regular outside officials are employed.

The plan has created an interest that attracts over 200 boys for football, more than 300 for basketball, and almost 200 for track. The plan can be justified because it gives every boy, regardless of ability, an opportunity to participate in game play under competent coaching.

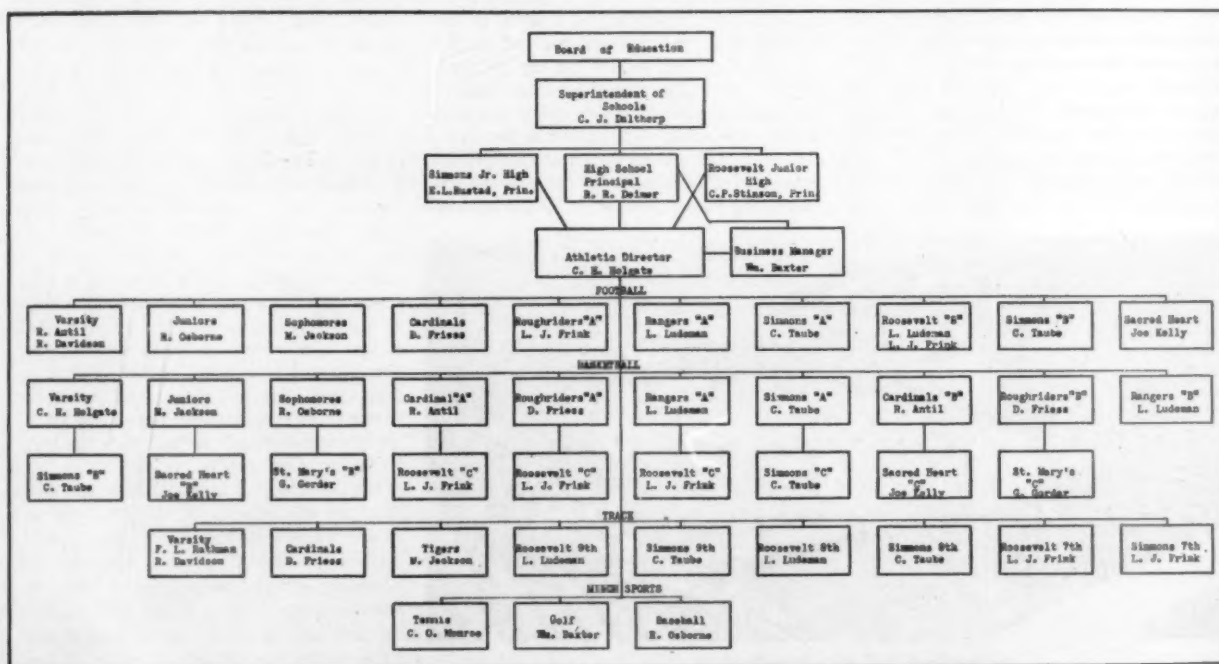
Other sports are organized on a basis similar to football. A diagram explains the detailed organization for all sports.

The athletic director is responsible for

purchasing and accounting for all equipment. He schedules all games, employs officials and has general supervision of the program.

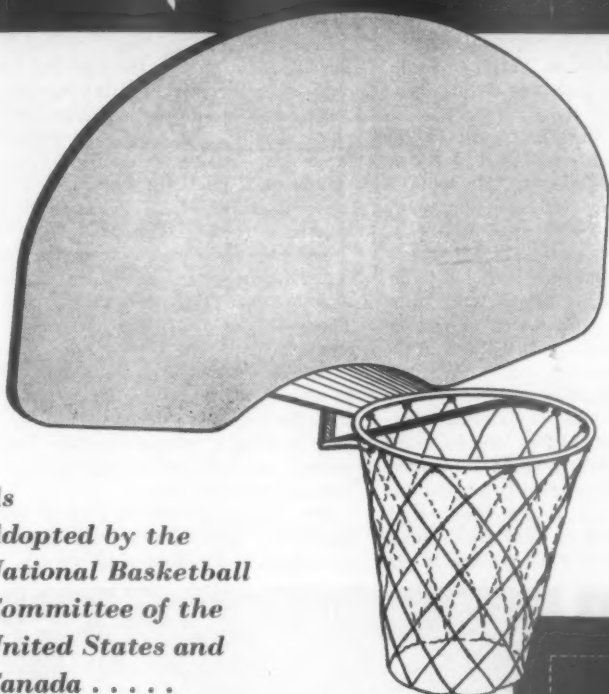
The plan has been expensive but increased revenues from athletic contests have more than offset the additional cost. Since the program was inaugurated a school bus has been purchased to transport teams, a lighted field with complete fieldhouse facilities has been added, and a new auditorium has been erected which seats 5000 spectators at basketball games.

The clamor of the public for winning teams has been satisfied by consistently strong teams in all sports. The varsity football team has lost one game in the state in the last three years and has annexed two state championships. The basketball team has won the state championship the last two years and is enjoying an unusually successful season this year. Track is not quite as good but is better than under the old plan.



The
New

BASKETBALL BACKBOARD

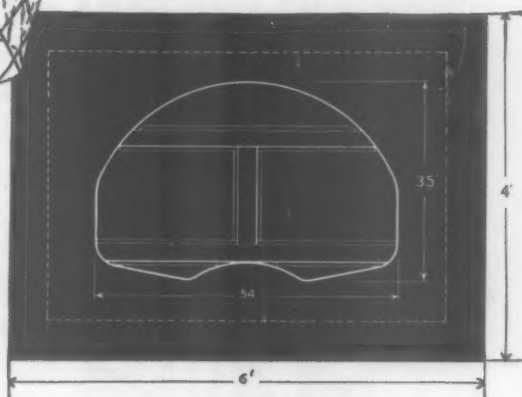


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As
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National Basketball
Committee of the
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Modified in size, different in shape, but inalterably fabricated with the same degree of attention to detail that characterized the old Medart Backboards, we pridefully present the new Medart ONE-PIECE, STEEL Backboard and new Medart Goal, as illustrated above. Constructed entirely of steel, with steel bracing reinforcements, the new streamlined backboard has many superior features that are illustrated and described in your copy of the new Medart Backboard Brochure. Write for it today. . . . No better backboard is available at any price.



Size Comparison—Old Style Backboard vs. New Fan-Shape Backboard

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"REPLACING YOUR BASKETBALL BACKBOARDS"

Medart Engineering Department has prepared a service manual illustrating almost every type of backstop installation, with suggestions for making the necessary changes in existing support structure to provide for the new modified backboard. Your copy may be had by addressing our general offices in St. Louis. No obligation, of course.

EXCERPTS FROM STATEMENT BY MR. H. V. PORTER, SECRETARY, NATIONAL BASKETBALL COMMITTEE

"In my opinion, the work of the Fred Medart Manufacturing Company in assisting the National Basketball Committee in making improvements in the basketball backboards has been of immeasurable value. This company cooperated in experimental work designed to determine the parts of the old backboard which are actually used and the effect on the game when superfluous space is eliminated. Experimental boards were produced by the Fred Medart Mfg. Co. without cost to the committee and it is largely through the use of such boards that the National Committee was able to arrive at the dimensions which have been adopted and legalized for 1940-1."

"I am sure that the members of the National Committee and progressive basketball men everywhere appreciate the willingness of your company to devote their attention to matters of this kind in the hope that the experimental work will result in definite game improvements."

A Sanitary Equipment Rack for High School Football Players

By Leslie Hoenscheid

Department of Physical Education, LaSalle-Peru Township High School

HERE at La Salle-Peru Township High School under the direction of heavyweight football coach Albert Nowack, former All-American football player from the University of Illinois, a unique plan was worked out and put into operation for providing a suitable and sanitary equipment rack for the care of each football player's equipment.

Our first move was to provide a sanitary, well-ventilated dressing room. The second was to provide a means for the drying and airing of individual articles of equipment such as jersey, pants, socks, towel, supporter, pads, shoes and helmet. This second objective is worth consideration we feel because there are many high school coaches who permit the players to place equipment in lockers after a strenuous work-out. This procedure, unless there is a very good ventilating system employed, means that the players will don

wet and sweaty uniforms. This is especially true when a team practices during inclement weather.

Mr. Nowack's idea in regard to the equipment rack was based on a plan used in many industrial plants. His plan is described herein in the hope that many coaches may find the suggestions helpful.

Through the co-operation of Mr. Frank Jensen, Superintendent of the LaSalle-Peru High School, sufficient funds were allocated for the construction of two all steel equipment racks built by boys in the general metals classes.

One inch diameter steel pipe was used in the project. The pipe was jointed in order to make a bar, 40 feet long to which four one-foot crossbars could be welded. On each crossbar (one foot in length) two semi-S shaped hooks were welded. Each crossbar was welded at right angles, making a square frame when welded to the

40-foot main pipe. Interspersed every one foot and a half, another square was welded and so on down the length of the pipe. This spacing of crossbars provides for equal distribution of each player's equipment. Each square with its eight hooks is numbered so that players may be assigned to a definite place.

There are two pipes, forty feet in length, running parallel in the athletic room at LaSalle-Peru Township High School. These 40-foot bars are very rigid and secure due to the bar-supports leading from the ceiling of the room and welded to the pipe. These two bars are attached from the ceiling by means of steel support bars in such a manner that the football players can walk under the pipes and between them with safety.

Mr. Hoenscheid will be glad to furnish additional information regarding the equipment rack.—*Editor's Note.*



This picture indicates clearly the two 40-foot pipes running half the length of the room.



This picture indicates the spacing allowed when equipment is placed on the equipment racks

The Coach and the Public

(Continued from page 13)

enhanced.

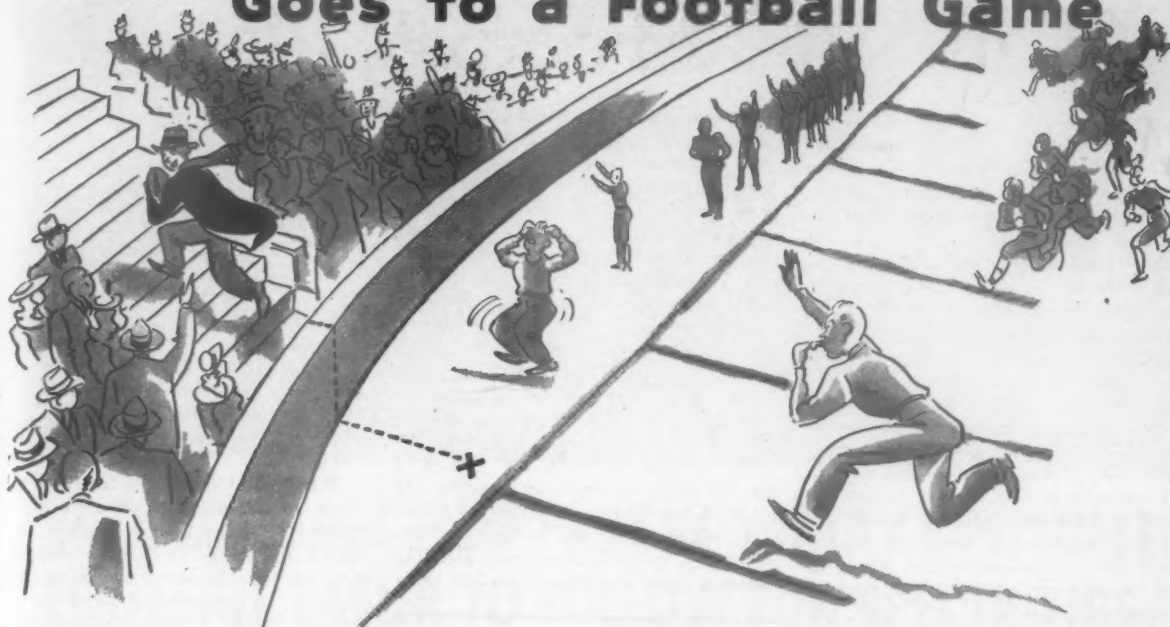
If other means of communication are at the disposal of the coach, use them. Here the reference is made to the radio, and the newspapers. Short well chosen subjects for talks or interviews over the radio have unlimited power and scope. Fortunately, a number of coaches have sufficient skill and understanding of newspaper work to write for the local papers. One coach, in

a large high school conducted a column in the school paper known as the "Coaches Corner."

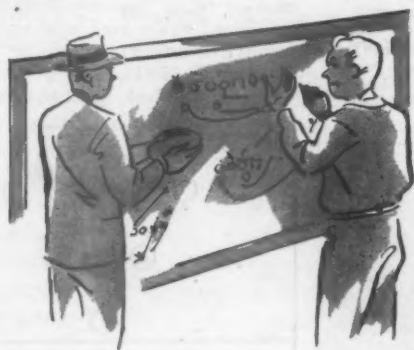
Many coaches realize the problems of the sports writer, and have made special efforts to co-operate with him at all times. Naturally, if you want the support and friendship of these men, you must appreciate their work, and co-operate with them at every opportunity. Although some

coaches in the past have taken the attitude of ridicule toward the writers of their games, the majority have made friends with the newspaper men. The results are obvious. Some authorities in the field of athletics have even gone so far as to suggest that coaches learn to write the story of the games. This may be an impossibility; nevertheless, it is worth thinking about.

Mr. Grabbit, a Baseball Fan Goes to a Football Game



The referee was plenty sore when Mr. Grabbit grabbed the ball and beat it, but -- was the coach's face red when he found he had no other ball on hand!



Coach Orderlater was right smack behind the old eight ball because he was too busy planning spiffy spinners and flashy flings when the salesman made his call.

Before the whistle blows in September, you're going to have plenty of last-minute needs. Are you set?

TOPS again in footballs for the coming season . . .

GoldSmith
Preferred
TRADE MARK
OFFICIAL X5L
The Coaches' Choice

Used by leading universities and colleges throughout the country, this ball has won an enviable reputation.

Waterproof with a "tacky" surface for better handling in wet weather.



SCHOOL PRICE
Each, \$8.50

THE P. GOLDSMITH SONS INC., CINCINNATI, OHIO U.S.A.

The Combination Six-Man Offense

By Kurt W. Lenser
High School, Stratton, Nebraska

WHAT kind of offense shall I use this year? What formation? How many plays? These are among the questions confronting the six-man football coach at the beginning of the season.

Important, of course, in laying the foundation for the season is the problem of personnel. How many experienced players are returning this fall? What are the individual abilities of these boys? Are they big or small—slow or fast?

A pre-season material inventory (Diagram 1) will be of invaluable help to the coach. It would be impossible, of course, for a coach entering a new position to work out a device of this nature, because he would be unfamiliar with his material.

The pre-season dope sheet furnishes the coach with a black-and-white record of each boy—his age, weight, height, grasp of fundamentals, experience, etc. Small, but highly important details are pictured on this chart—similar to the doctor's case history. An inventory of this type both at the beginning and the close of the season serves as a progress check on each boy.

The fundamental techniques of football, such as blocking and tackling are important. The execution of these skills depends not so much upon hours and hours of monotonous practice, but upon the determination, or willingness, of the boys to learn and execute them. It is one of the tasks of the coach to create this determined attitude in the minds of the lads on his squad. While it is, in many cases, a difficult task to convince a contact-shy, timid boy that he is a ferocious lion, and a fat, slow whale-type of boy that he is Paddock or Pavlova in the making, nevertheless, a mental lift from the coach will pay dividends in the majority of cases. We coaches sometimes change our formations and plays in mid-season when things are not going so well, without giving any thought to the mental condition of our athletes.

Simplicity should be the keynote of the six-man offense. Much practice on the execution of a few plays and daily drill on fundamentals is essential to the winning offense. Each boy on the squad should learn the plays, and individual assignments for the positions he may be called upon to

fill. Skull drills and written examinations on plays and play situations are excellent aids which the coach may employ. At Stratton, on a number of occasions, we have given written quizzes on our plays to all members of the squad. We usually give one after we have practiced approximately a month, and promise a trip to a college game to all boys who make a specified grade on their papers. Mimeographed copies of formations and plays should be placed in the hands of the boys before school starts in the fall, and the boys should be given suggestions for summer practice on individual weaknesses.

We attempt to make our system of naming plays as simple as possible. In place of numbers, we use letters of the alphabet, or names like moving-machine, pile-driver, fooler, dazzler, crazy, etc. The following were our letter plays last year:

WITH six years of experience coaching the six-man game, Kurt Lenser knows his subject thoroughly. His contributions in previous issues of this publication on *Six-Man Football Defensive Strategy*, *The Spread Formation in Six-Man Football* and *The Six-Man Kicking Game* have been read with interest by coaches of the game. Mr. Lenser is a member of the National Six-Man Football Advisory Board. During the summer just past he has taught the game in coaching schools in New York, Texas, Michigan and Kansas.



Kurt W. Lenser

A—Around end.
B—Buck into line.
C—Cutback.
D—Detour (reverse)
E—End around.
BB (Double B)—Variation off B.
BBB (Triple B)—Another B variation.

The quarterback in the huddle calls first the direction of the play, then the play itself. Right B would be a line buck into the hole between center and right end. If the quarterback does not have a clear, crisp voice, it would be well for him to discard the letters and say "cutback", "end run", etc., because several of the letters sound alike.

It is profitable to spend time practicing plays against different defensive set-ups. Since each succeeding ball game brings with it the possibility of a new defense to face, the boys should receive drill in change of tactics and assignments under the varying conditions. For example, let us suppose that the defense shifts from a three-man to a four-man line. If the boys have received no instructions regarding a shift in blocking assignments, the result will be a complete demoralization of the team.

Practically all of our blocking has been man-for-man. The cross-body block, with variations, has proved most successful for us. We do not use removal, or "drive-em-backward" blocks, but get results with the nuisance block, with our main objec-

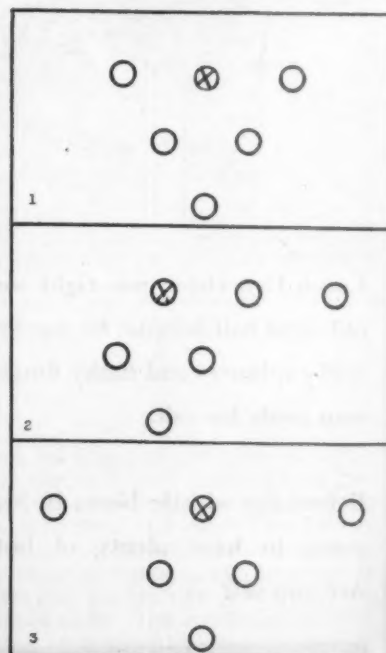


DIAGRAM 2

PRE-SEASON MATERIAL INVENTORY

NAME	GRADE	AGE	HT.	WT.	REACH	THUMB	POUNCE	GRASP	GRIP	FOOT	SHOES	SHOELACES
J. DOW	11	17	6'	170	CH-10	2	8-10	8-10	8-10	8-10	8-10	8-10
B. DOW	12	18	6-0	180	CH-10	2	8-10	8-10	8-10	8-10	8-10	8-10
TOTALS												
AVERAGE												

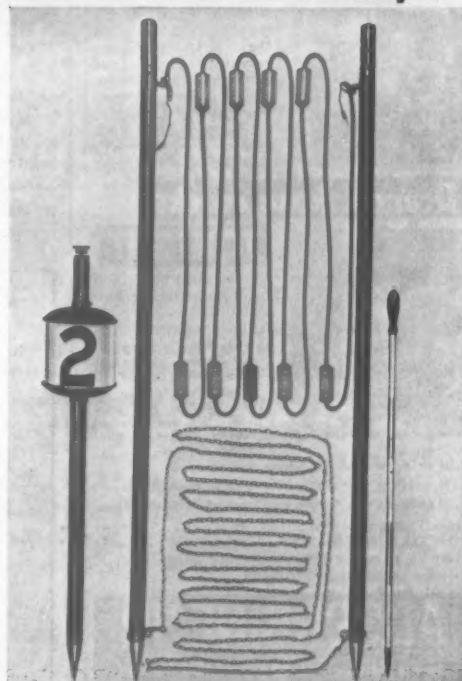
DIAGRAM 1

ARE YOUR SPECTATORS IN THE DARK ABOUT DOWNS?

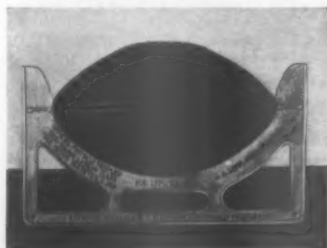


Illuminated "LIPP-STIX" MAKE NIGHT FOOTBALL EASIER TO FOLLOW FOR SPECTATORS, PLAYERS, COACHES . . .

With night football games on the increase, more and more schools and institutions are using Lipps Illuminated Markers for linesmen. They were first used at the World's Champion Professional-College All-Star game in 1938, where they were enthusiastically praised by players, coaches and spectators alike. End poles and center pole of down-box contain standard flashlight cells which can be replaced quickly and easily. Lamp bulbs, too, can be renewed on the spot—no special tools are required. Nite Lipp-Stix are also practical for late afternoon games and evening practice sessions. Sturdily built to withstand rough handling and hard usage. Increase attendance at games by letting your spectators in on the game!



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The Lipp National Collegiate Approved Templet is made of light, durable aluminum. Meets templet requirement of the new rule. Templet can be fastened to table in stock room. Bears official dimensions of ball, maximum major length (11.250) and maximum minor diameter (6.850).

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This summer, when your feet swelter in socks soggy with perspiration—watch out! Excessive perspiration irritates skin between your toes. And when the skin cracks, painful Athlete's Foot may strike!

CRACKS between your toes WARN YOU



The fungi that cause Athlete's Foot actually grow twice as fast when they feed on excessive perspiration and dead skin. When cracks appear between your toes, they get under the skin, spread quickly. Your toes redden, itch—it's Athlete's Foot!

Drench those cracks



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At the first sign of a crack, drench the entire foot with Absorbine Jr., full strength.

1. Absorbine Jr. is a powerful fungicide. It kills the Athlete's Foot fungi on contact.
2. It dissolves the perspiration products on which Athlete's Foot fungi thrive.

3. It dries the skin between the toes.
 4. It soothes and helps heal the broken tissues.
 5. It relieves the itching and pain of Athlete's Foot.
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tive to get the body between the defensive man and the ball-carrier, and drive our man to the right or left, depending upon the direction of the play.

Last fall we used the punt formation in our offense, with two variations (Diagram 2)—the spread, with ends playing from ten to fifteen yards wide, and the unbalanced, with the center stationed on the end of the line. The same plays were used for all three set-ups, with a few changes in blocking assignments. When we employed the unbalanced line, on plays to the left the middle lineman would pull out and lead the interference. Naturally, we could not use the end-around play from the spread formation.

The greatest advantage of this combination-formation offense was perhaps psychological. By varying our formations, we managed to keep a jump or two ahead of the defense, and created a state of uneasiness and confusion in the minds of opposing players.

It was possible for us to change our offensive formations faster than the defense could shift to meet the modifications. It was our experience to meet several teams that had scouted us in early season when we used only our regular formation. Later, when we played them, they did a splendid job of spoiling everything we threw at them from this set-up. When we ran the same plays from the other formations, however, the situation reversed itself, and we made yardage. It was our good fortune to have a boy on our team who was an All-American back, a splendid open-field runner who scored 195 points in eight games. When we used our regular formation, this lad was often stopped

behind the line of scrimmage, before he had a chance to get started. By changing to the spread and unbalanced formations, we created a spread defense and an open-field situation that was made to order for this back. Occasionally we shifted him to end, and threw spot passes to him. The combinations in Diagrams 3 and 4 are suggested for the T and single wing-back formations, respectively.

The punt formation is well adapted to either a passing or running attack, and may be used for the quick kick, or regular punt formation. A strong point of this set-up is that the ball may be snapped back to any one of the three backs. A spinning attack works well from this alignment. The two up-backs are in fine position to block for the tail-back on pass plays involving the three linemen, and at the same time are close enough to the line of scrimmage to break quickly down field on four or five-men-down aerial plays. The greatest running power of the punt formation lies through the line from end to end. Since there is no flanking back playing an outside position on the defensive end, end sweeps are not very effective, unless the defensive end plays in close. Cut-backs and mousetraps may be used successfully, however.

The spacing of the men depends, of course, upon personnel, and upon the positions of the defensive men. We played the two ends from one and a half to three yards out. The two up-backs were two to three yards behind the line of scrimmage, each one in the middle of the hole between end and center on his side. The tail-back was usually six or seven yards back.

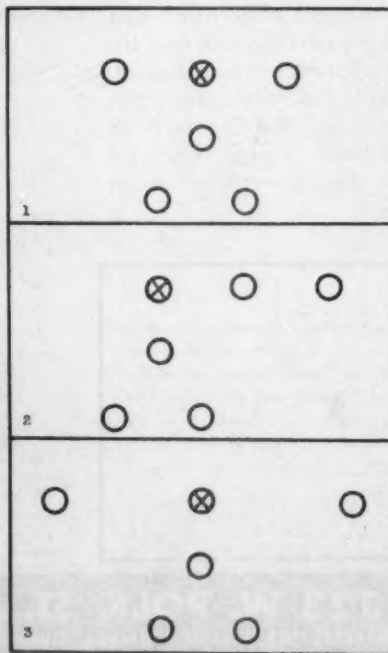


DIAGRAM 3

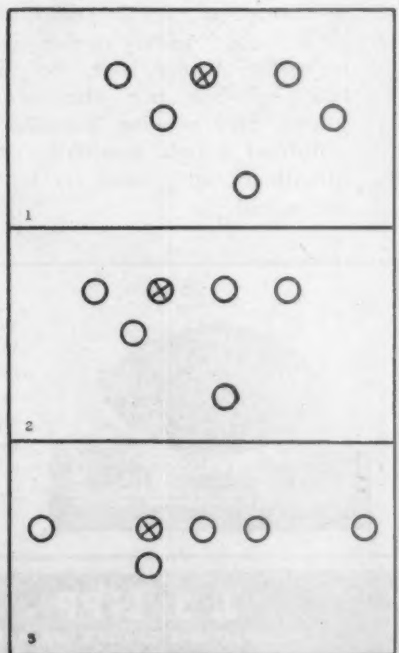


DIAGRAM 4

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In the following diagrams, the half-black circles denote men who handle the ball, the full-black circles the man who eventually runs with it.

On our end run (Diagram 5), both the left up-back and the tail-back made preliminary starts in the direction of the line before going to the outside of the end. This maneuver was to draw the defensive left end and halfback into better blocking positions. The left up-back received the ball in motion, a soft pass from the center. The right end blocked the center, who usually shifted quickly into the gap between our center and right end when the play started, making it impossible for our snapper-back to get a good blocking angle on him.

On the B play (line buck), (Diagram 6) the right end had to charge fast, to get out of the way of the center, who made for the defensive left halfback after snapping the ball. The left up-back, after passing the ball to the tail-back, ran almost straight up field, where he was in good position either to block the safety, or receive a lateral from the tail-back after he had advanced past the line of scrimmage.

The BB (double B) play, (Diagram 7) is one that we used in sequence with B. The ball is faked to the tail-back, who runs through the hole between center and end as before, with his hands in his stomach as if he had the ball. The right up-back takes several steps towards the defensive end, then comes around to the left and receives the ball from the left up-back, who leads him around the left side. The tail-back goes on down field for the safety.

On the BBB (triple B) play, (Diagram 8) the tail-back receives the ball as in B, runs to the line of scrimmage, spins, and

laterals back to the left up-back. The defensive halfback is usually out of position, and the ball-carrier has a clear field for a sweep on the outside.

The cut-back play, Diagram 9, starts the same as the end run. The right end brush-blocks the defensive end, pushing him out into good position for the left up-back, and goes on up field for the half-back. The right up-back blocks the defensive center. The tail back runs about five yards to the right, then cuts back to the inside of the end.

In the D (detour) play, Diagram 10, the

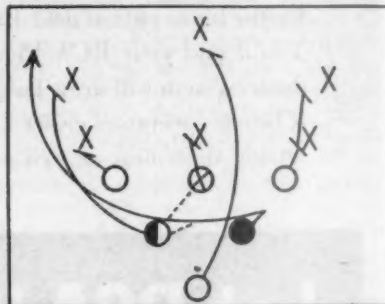


DIAGRAM 7

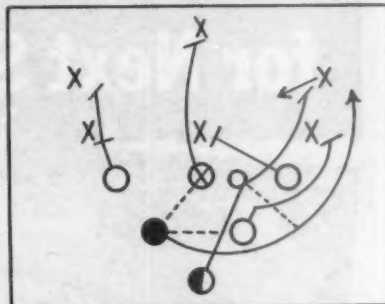


DIAGRAM 8

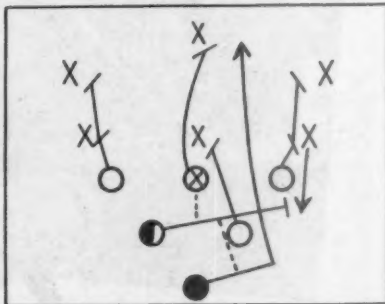


DIAGRAM 9

ball is faked to the right up-back who is running to the left, then passed to the tail-back, who takes three or four steps to the left, then comes back to the right off his outside foot. The defensive left halfback is drawn towards the middle by this maneuver, and the left up-back has a good blocking angle on him. The defensive line-men are drawn to the left and are in good blocking position.

Diagram 11 illustrates the end-around play. The right up-back fakes to the left

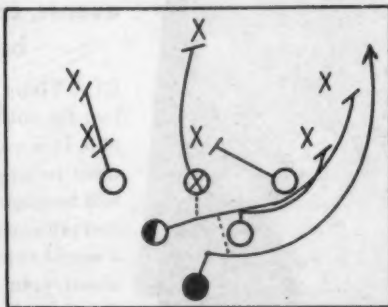


DIAGRAM 5

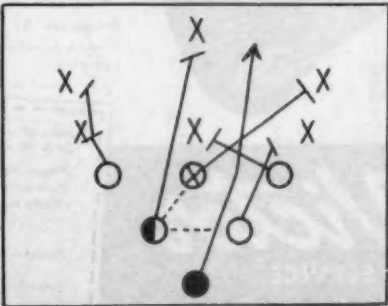


DIAGRAM 6

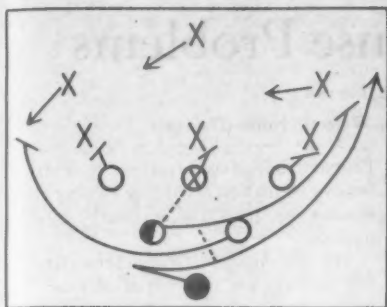


DIAGRAM 10

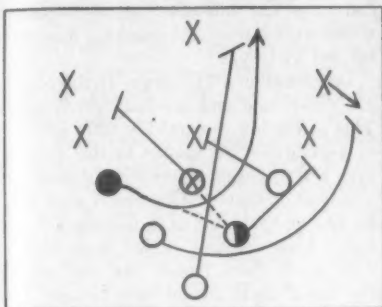


DIAGRAM 11

up-back, who runs around wide to the right to draw the defensive men into good blocking positions. The left end comes back around, receives the pass from the right up-back after the fake and cuts through the hole between right end and center. The right up-back goes for the defensive end after passing to the left end. The ball may also be faked to the tail-back as he goes by.

1940-1941 Basketball

(Continued from page 32)

not be counted and whether the throw is successful or unsuccessful, the ball will be awarded to the free thrower's team out of bounds at mid-court.

Rule 15-12. This rule has been clarified. A slight change is designed to give the official some aid in determining what constitutes a "foul from behind."

Penalty (d) is affected by the change in Rule 13-1 which makes it clear that the right to waive a free throw exists only until the ball has been placed at the disposal of the free thrower.

Comments: The comments which follow the rules make it clear that a court 98 feet long for college play is legal in certain listed cases.

The supplementary section contains timely material, including the recommendation of the National Basketball Coaches Association that no conference adopt rules which deviate from the official rules, except in cases where such modifications are authorized by the National Committee for experimental purposes.



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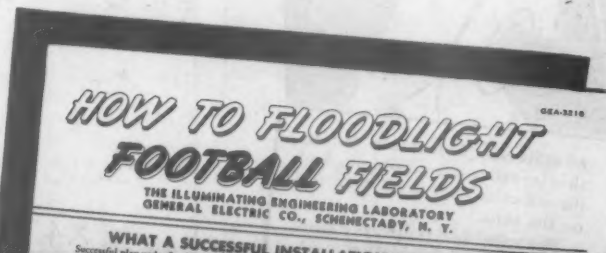
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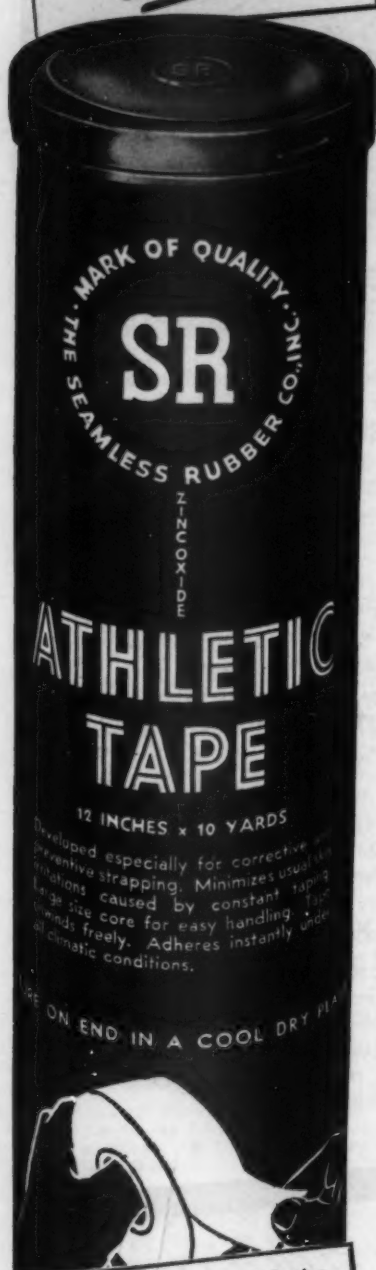
IF YOU'RE PLANNING TO LIGHT YOUR FIELD— this free bulletin, GEA-3218, will give you helpful ideas and suggestions. It contains information about methods of mounting, wiring, and adjustment of floodlights, also suggestions on types of floodlights to use. This bulletin, plus GEA-3317, will enable you to plan the lighting for your field.

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Six-Man Defense Problems

By A. W. Larson

Superintendent and Coach, Walcott, North Dakota

GENERAL defensive formations for six-man football have been classified as follows:

- 3-2-1—Strong against running plays; weak against end passes and runs.
- 3-3 —Strong against running plays and short passes; weak against long passes.
- 4-2 —Strong against running plays; weak against passes.
- 5-1 —Goal line defense against running plays; weak against passes.
- 2-3-1—Strong pass defense; weak against running plays.

There are other combinations such as a 2-2-1-1 that might be effective against passes, but rather weak against the running attack. Pass defenses have been designated as the man-to-man, zone, and a combination of the two.

Before the coach can start experimenting with various formations and their relative value to his team he should first study the following situations:

1. Primary formation.
2. Placing of defensive strength.
3. Substituting while on defense.
4. Defensive traps.

The offensive quarterback will often look over the formation of the defensive team, then call his play where he sees or thinks he sees a defensive weakness. The defensive team can counter this by using a defensive huddle, or by taking a fake defensive formation that does not give away the actual formation. The defensive huddle is held as long as the offensive huddle. When the offensive team moves into position, the defensive team takes its defensive positions. The primary defensive position of a team should be one of the following formations: One is the old 3-2-1 formation (Diagram 1) which may readily become a 3-3, by 4 and 6 moving out to the sides and 5 moving in between them, or it may become a 3-1-2 by either 4 or 6 falling back, depending on the side to which the pass is going.

The team should go through three steps on the defense: a. Defensive huddle. b.

Primary defensive formation. c. Form defensive formation according to play that is coming or hold the primary defensive position.

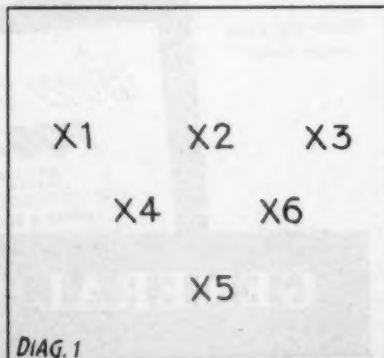
There is no one defensive formation that will hold against all types of offenses. Very often a team has one offensive department in which it excels. If the defensive team can stop the offensive team's strongest weapon effectively, it has gone a long way toward victory.

In formation 2 (Diagram 2) the players are about one and one-half yards apart. This formation can quickly shift into a 3- or 4-man line. As shown in the diagram, very few opposing quarterbacks would try a play over center. One and 3 may move up one on each side of 2, making a 3-man line. Four remains in his spot back of 2 to cover short passes, and to back up the line if there should be a plunge. Five covers the first man that comes through as a potential pass receiver. Six gets the next offensive man. Five may move to the right and back; six may move to the left and back to cover any long passes that might be attempted. To fall into a 3-3 defense, 1 and 3 move up to the line with 2; 4 and 5 move back with 6 to about five yards back of the first three players. In this type of defense at least three or four players rush, while the other two or three wait. It is generally agreed that the rushing type of defense is the soundest and best. But many offenses are built so that they permit the defense to rush in to get the pass receiver in the open.

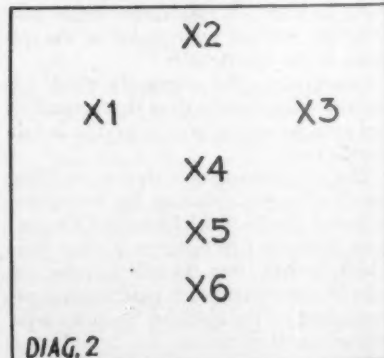
A player must learn that, although he plays fullback on the offense, it does not mean that he can contribute the most by playing defensive fullback. I recall seeing two outstanding offensive fullbacks playing end on the defense, and a capable offensive center playing defensive halfback. In placing men on the defense, the coach can perhaps adopt one of three plans:

Plan I

Line—Best defensive players.



DIAG. 1



DIAG. 2

Second
Safety

Line—
Second
Safety

Line—
Second
Safety

There
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Secondary—Average defensive player.
Safety—Weakest defensive player.

Plan II

Line—Weakest defensive players.
Secondary—Average defensive players.
Safety—Best defensive player.

Plan III

Line—Average defensive players.
Secondary—Best defensive players.
Safety—Weakest defensive player.

There can be no set plan or rule in the arrangement of players on the defense. Coaches vary in their definition of the ideal defensive man. Defensive players may have only one or two of the many defensive skills. If the coach knows what type of offense he has to meet, he should place his players in the best position to check that offense.

In making plans for an important game, you might try this: Let A represent the average defensive player, B the best defensive, and W the weakest defensive player. Now map your defensive formation as shown in the following diagrams. You

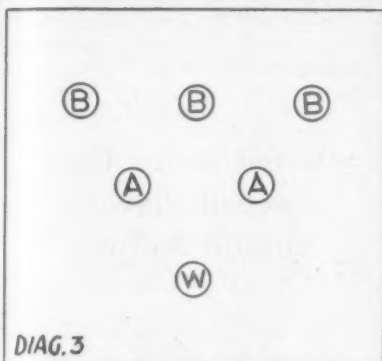


Diagram 3



Diagram 4

may use the names of your players, but always think of them in terms of their ability. When you have made a few formation charts, you will soon have a definite idea as to how you can arrange your defensive strength.

It seems to have become almost a rule in six-man football that, when a defensive team sends in a substitute or substitutes, the next play comes in their direction. Tell

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the substitutes to expect this. Do not get them too excited, but remind them of this as they go into the game. Another plan is to send the substitute in to play the spot where the play cannot be sent directly at him. This spot, of course, is just a matter of guessing on the part of the coach. Any spot might become the spot for the next play, but trying to outguess the offense is part of the game.

A clever offensive team will set traps for the defensive team. One is that where the offensive line waits for the defensive line to charge them, rather than charging to meet the defensive team. The mousetrap can be used very effectively in the six-man game.

The shift and the unbalanced line are sometimes confusing to an inexperienced defensive team. Fake pass and punt formations mean added troubles for the defensive team. Rushing defensive players must learn to follow the ball so that they can detect if the second pass has been made. If the player has received the ball from center, he can only pass or punt. Defensive players must be drilled to follow the ball, to *know* where it is going instead of guessing where it will go.

Selected Rules That Football Players Should Know

(Continued from page 26)

momentum to the ball, *you do not have to run the ball out.* Fall on the ball.

20. If the ball goes out of bounds between the goal lines, you are entitled to the ball fifteen yards from the place where it goes out of bounds or *anywhere* on your 35-yard line.

For high school play the ball may be put in play on the thirty-five-yard line but always at the inbounds spot rather than anywhere along that line.

Kick-off (Offense)

21. The ball must go ten yards to be in play, unless an opponent touches it. It is a free ball on the kick-off, but you cannot advance it, so fall on the ball.

22. You can space yourselves any way you want behind the ball on your kick-off. Most players run to the right, so put your extra man on the left.

23. On the kick-off, the holder of the ball may legally be in advance of the ball so, holder, do not cramp yourself.

Kicks and Return

24. A kicked ball is not dead when it is touched by the kicker's team down the field, unless the whistle has blown. *The*

receiving team may grab the ball from you and run with it.

25. As it is a foul (loss of ball at the spot of foul) for a member of the kicking team to down a ball which goes beyond the line of scrimmage—if you hear a horn, never down the ball (unless it is bouncing toward your goal) as you may lose the benefit of a penalty.

26. A man making a fair catch should raise only one hand clearly above his head. He may take two steps in any direction after the catch.

27. A man attempting a fair catch can not be tackled unless he muffs the ball and it strikes the ground or unless he takes more than two steps after the catch. If the ball strikes the ground after a muff or if he fumbles after taking two steps, the kicking team may recover, so fall on the ball.

28. The players of the kicking team are off-side and must not touch or be touched by the ball without penalty and must keep out of the way of the opponents to avoid interfering with their opportunity for a fair catch. If the receiver runs into you while going for a possible catch, he can claim a penalty. Remember that, as you may claim one, too, sometime.

29. A free kick after a fair catch is played like the kick-off, with the restraining line of the defense ten yards away. A goal may be scored from this formation by a place kick or drop kick. If time is short and you are in close to the opponent's goal and three points can win for you, do not fail to fair-catch the punt.

30. A kick not crossing the line of scrimmage is in play. Either team may advance it.

31. If you block your opponent's kick and it does not cross the line of scrimmage, it is a free ball and you can advance it. It may be good teamwork to block an opponent while your team mate gets the ball.

32. A high punt going across the line of scrimmage, but being blown back before hitting the ground, is not considered as having crossed the line of scrimmage and can be advanced by either team.

33. If the opponent's kick is touched on your side of the line of scrimmage by one of your men, go after it as the opponents can legally recover it.

34. If you partially block the opponent's kick behind the line of scrimmage and the ball crosses the line of scrimmage, it is your ball as on any kick. Do not scramble for it.

35. You may not run into a kicker after the kick has been made.

Forward Passing

36. Only the men on each end of the offensive line and the backs may touch a forward pass, unless it is touched by the defense, in which case anyone may catch it.

37. Players going out of bounds on a

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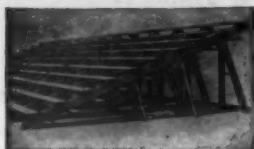
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kick-off cannot come in and legally recover a ball until it has passed into control and possession of the opponents and then fumbled or on a forward pass until the ball has been touched by one of the opponents.

38. The five centre linemen are ineligible to receive a pass. Do not get across the line of scrimmage until after the ball is thrown or you will be penalized.

39. Do not intercept a ball on fourth down as the ball comes to our team anyway, except fourth down passes over our goal line, which should be intercepted.

40. Intercept all passes thrown over our goal line. You do not have to run them out as it is a touchback.

41. You have as much right to that pass as the offense, so go after it. You must

make a bona fide attempt to catch or bat the ball.

42. The passer is given some protection now so do not rough him.

43. Remember if the opponents have given the momentum that drives the ball across your goal line, fall on the ball, but do not try to advance it. If you have given the momentum which took the ball behind your goal line, even by a kick or pass of yours that was blocked, you have to run the ball out. (Your grounded pass is a safety.)

The opponent's punt, which you touched in the field of play, but did not give impetus to, does not have to be run out. Do not fail to fall on it any time you touch it.

All quotations are from the National Collegiate Athletic Association Rules, 1940.

Fine Points in Track Coaching

The Pole Vault

By Dean Cromwell

Track Coach, University of California

THE reason I have been so successful in coaching pole vaulters is because I have had champions coming to me. Up to 1938 the world's record was fourteen feet. A very fine high school youngster, Lee Barnes of Hollywood, used what is known as the Jackknife. He held his body on the pole until the elevation was reached, then dropped his body over with his stomach tight across the bar, half his body on one side of the bar and his legs on the other side, just as tight as a jackknife. At that time thirteen feet was the limit of that particular boy's vault. He could not even go half an inch higher, so something had to be done about it.

We had to find a way to get his body higher in the air, and the result was the flyaway style of vaulting. I think the tall rangy boy has a very definite advantage over the little short chap.

The angle at which the pole is placed in the box and held by the hand gives the tall, rangy chap a decided advantage over the little fellow. I like to tell my pole vaulters that they have to have more athletic ability than those boys in any other event in track. They have to have the action in the air of a gymnast or tumbler, the speed of a fair runner, the agility of a jumper with very splendid upper body development and co-ordination, and timing. I would suggest that you do not waste your time on the boy who is five feet or a little over. It is much better to put the same effort on one who is six feet or a little over.

The boy who is not able to stand on his hands or work on the apparatus in the gymnasium will not attain very great height either. Tremendous power is re-

quired in the upper part of the body, starting with the hands; so if you can get a boy from the farm who has been milking cows and is able to squeeze a soft rubber ball, who can chin the bar and work on parallel bars and rings, and can do front flips and back flips on the mats in the gymnasium, you have a basis for upper-body development. He must be able to run too, but a great deal of speed is not required. Then you are ready to start teaching that boy pole vaulting.

Perhaps one of the most amusing things I have heard in all my years of coaching was given to me by the newspaper boys. I recall one time in Los Angeles one of the boys said if we did not have money enough at the University of Southern California to buy a longer pole for Lee Barnes of Hollywood they would take up a collection. The pole he was using was 14 feet, 1 inch long, and he was vaulting 14 feet, 1 and 1/2 inches. They suggested that they get an 18-foot pole and let him go up from there.

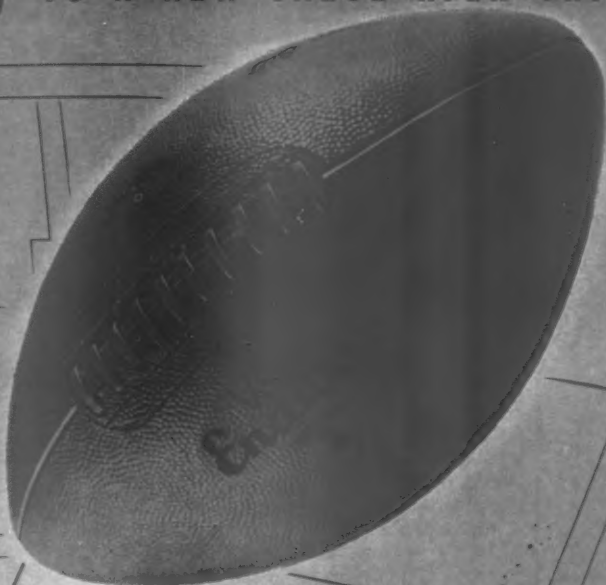
Method of Carrying the Pole

I am sure you know as much as I do about the method of carrying the pole. The runner must run facing forward; he does not want to turn sidewise in running down the runway. The pole is carried at the side, and I do not recommend carrying the hands more than a comfortable distance apart. As the runner goes down the runway, his hands must not be too close together as the take-off is made, but just far enough apart, so that the pole can be carried pointing right straight ahead. Some runners elevate the point of the pole too much. It must be elevated just enough for balance.

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champions is the proper take-off mark. I think if we spent more time on that than on anything else we would be well repaid. I have found the correct spot for the take-off to be directly under the hands when the hands are placed on the pole and the pole is placed in the box; the vaulter stands with both feet under him so that, if a plumb line were dropped from the upper edge of the hands, past the back of the head, down the back to the heels, it would touch, approximately, the correct spot for the take-off. It is very seldom that the take-off point will be any nearer the standard than the plumb line dropped from the hands directly back of the head. Some vaulters will do better if the take-off is a little farther back than if the pole is placed in the pole-vault box and the hand is elevated behind the head. You will find that point somewhere around 10 feet or so from the box; it may be 10 feet, 6 inches from the box with the pole in the take-off box.

As the shift is made into the box, the lower hand is raised to or near the upper hand, and the shift is made with the hand directly in front of the head. It should not be to the right or to the left, so the beginner learns by standing on both feet and shifting the lower hand to the upper one, putting the pole in the box. That must be learned accurately and definitely because an undershift or an overshift of the hand in front of the head throws the jumper off as he holds on to the pole and goes into the air.

Practicing Without the Pole

We do a great deal of pole vaulting without the pole. We have suspended from a large beam in our athletic field, a part of a bamboo pole or a big heavy rope. The pole vaulter takes his position with his hands on the bamboo pole and stands there. If he is right-handed he takes off from his left foot and swings the right knee up and forward, and poles himself from that position, kicking his feet right straight up in the air alongside the pole, and turning his body as he poles himself up. He can do that many times without any particular fatigue, and it gives him the same practice as running down the runway.

When the vaulter learns to pull himself up with his arms, point his feet towards the sky, turning the body as he does that, he has gone a long way in learning the technique of vaulting. The pulling of the arms continues until the body has gone well above the position of the hands, and then continues as the feet are driven up.

Get slow motion pictures of any of the good vaulters, and you will find that, as the body is pulled up with the arm pull, the body continues to be driven right up in the air with the feet straight up in the air past the point of holding the pole. In other words, it is called "finishing the vault." Do not let the vaulter get half

way through the vault, then let go the pole and fly away.

The Pull-up

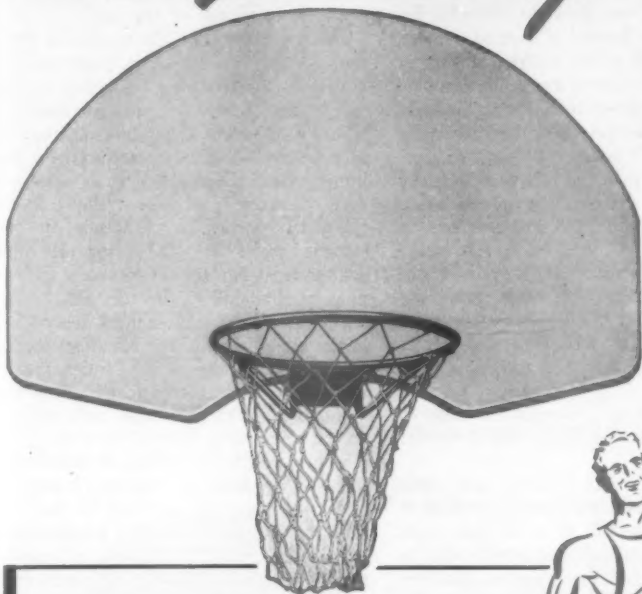
When we speak of the bamboo pole doing all the work, the vaulter hangs on to the pole and does not vault or attempt to jump as he leaves the ground. As he goes into the pit from his take-off foot, the opposite leg from the take-off is continued in the forward motion just as you do in running broad jumps. The leg is continued, which instantly swings the hips up to and past the bamboo pole, and the vaulter holds on to the pole in that position with his arms somewhat flexed at the elbows. I do not like to have the arms perfectly straight. He carries it in that position until the pole begins to attain a perpendicular position. Now if you do that you must place the standard toward the pit away from the vertical position of the pole when it is not in position. We teach all of our vaulters that they must place the standard some twelve or eighteen inches toward the pit and then hold on to the pole until it is in a vertical position before they actually do their pulling up. The more power that is put into the pull-up and the drive from the pole, the higher the vaulter will go. Some of the boys have a tremendous lift with the arms as they drive into that bamboo pole with their body hanging on to it. They are like the monkey on the stick.

The coach must get at the start of the runway and watch his vaulter as he goes into the take-off box, to be sure that the shift is made correctly, and that he is not undershifting or overshifting. The coach must be at the point just opposite the take-off and should be at a considerable distance from the standard to watch the point of the take-off, to be sure that the vaulter is not taking off too close or too far away from the straight vertical line, as explained in the paragraph on the take-off. The coach must watch the action of the opposite leg to be sure that it is continuing on as the take-off is made. By all means, the coach must watch the position of the body against the bamboo pole as the pole goes up in the air. At no time must that pole be allowed to get away from close contact with the body. Unless the pole is held tight in against the body, the vaulter is lost and has no control of his body in the air. The vaulter must feel at all times that he has perfect control of his body, and if he has that feeling, then he is in a position to drive himself up. The point to emphasize, I am sure, is the fact that the vaulter drives his feet straight up in the air instead of letting them go out over the bar, trying to jump up or clear the bar.

Question: If he keeps the pole away from his body will it spoil the vault?

DEAN CROMWELL: Usually the fault lies in the shifting of the hands, or it could

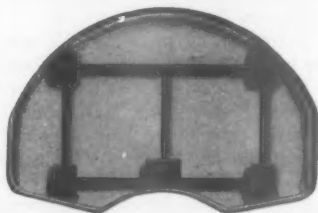
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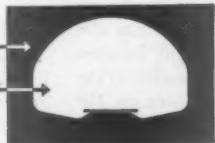
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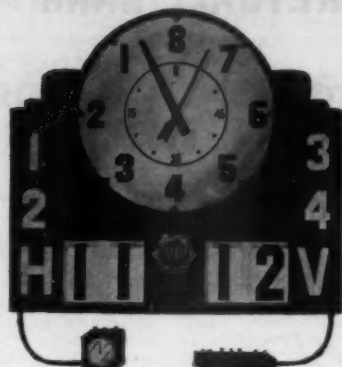
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be very easily caused by letting the opposite leg go towards the left at the time the take-off is made. If the vaulter starts and swings the opposite leg to the left instead of straight ahead, then he has immediately started the motion you diagrammed. Be sure that the opposite leg goes straight on instead of over to the left, because when he starts pulling himself in the air his body is turned over on that side and he will go across the bar with his body in a crooked position. In other words, he does not have it under control.

Question: Would the fact that so many of the boys get chafed along the ribs cause them to keep the pole away from the body?

DEAN CROMWELL: If they had the proper point or take-off they would not have badly chafed ribs due to contact with the pole.

Question: Would it be too far or too close?

DEAN CROMWELL: Usually too close.

Question: Too far to the left or too far to the right?

DEAN CROMWELL: There are some vaulters who have considerable trouble in making the take-off in a straight line. Many a right-handed vaulter will wish to place his left foot well over to the left-hand side of the runway. You must correct that. If you have a right-handed vaulter who makes a take-off from the left foot, with the left foot way over to the left-hand side of the runway, put something there that the runner cannot possibly step on, and have him practice, having his foot exactly in the center of the runway as he has been running down. Have him continue in a straight line. The left-hand vaulter would have his right foot well over toward the left-hand side, and that will not throw him off as he goes up in the air. The entire run is made perfectly straight. The position of the body as it follows the bamboo pole in the air is as straight as it can be, right in the center of the crossbar as he comes down the downward flight.

Question: What do you think about aluminum poles?

DEAN CROMWELL: I like them very much. We like to use them especially with beginners.

Question: Can you explain how the pole is held in turning over the bar?

DEAN CROMWELL: The legs in the air aid in bringing the arms away from the crossbar in the downward flight because the legs are elevated right straight up toward the sky, and the hands are on the pole as the legs come down. The final thrust can be given downward with the hand, at the time the legs are brought down. As a rule, right-handed vaulters let go of the pole with the left hand, and as the final thrust is given with the right hand, the right leg is brought down at the same time for balance in the air, giving the action of a rocking motion of the entire

body, pulling the body and the arms away from the crossbar as the vaulter comes down.

Question: How would you explain the fact that some pole vaulters lose form as they get towards the higher heights and come down on top of the bar?

DEAN CROMWELL: There are two events that are not exactly fair in track and field athletics. The running high jump and the pole jump. Many jumpers get their best efforts at a height different from the winning height. You have seen many a high jumper clear a given height by a tremendous distance, and when the bar was raised two inches he might miss it. The same is true of the pole vaulter. He might get the most perfect efforts below the winning heights due to the fact that, as the bar is raised, the vaulter must delay longer in the air before making his effort to clear the bar. You have no idea, unless you are vaulters, of the difference in elapsed time in holding on to a bamboo pole and elevating your body from 13 feet to 13 feet, 6 inches, and from 14 feet, 6 inches to 15 feet. The amount of time that is required to let the body go that high in the air is such that the vaulter usually misses it until he has had long experience in attempting those champion heights. The vaulters get excited way up in the air and want to clear the bar just as the beginning high school boy leaves the ground and instantly wants to go over the crossbar.

Question: At what place do you teach the boys to start shifting in the box?

DEAN CROMWELL: As they are coming, the shift is made from the opposite foot to the take-off foot as they lower the front end of the pole and place it in the box. The pole is lowered and is going down into the box and is definitely in the box at the time the take-off is made.

Question: How important is the position of the pole on the take-off?

DEAN CROMWELL: I like to have it in front of the face. As a rule the crooked vault over the crossbar is occasioned when the vaulter does not shift far enough, bringing the pole to the side instead of in front of his face.

Question: In other words, he runs instead of jumps?

DEAN CROMWELL: That sir, is the entire secret of pole vaulting. You run and you do not jump.

THIS article begins a series of discussions which will appear in each issue of the 1940-1941 volume of the **ATHLETIC JOURNAL**. They are the talks given at the annual meeting of the National Track Coaches Association held last June at the University of Minnesota. The questions asked of the speaker and his answers will be included. In this way many fine points in the coaching of the various track events which are so often omitted in track articles will appear in print. The series of articles will be especially valuable to the

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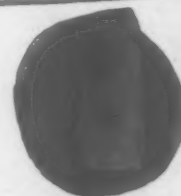
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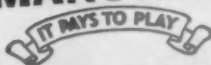
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track coaches unable to attend the meeting last June.

The October issue will contain a discus-

sion on The Discus, presented by Clyde Littlefield, Track Coach of the University of Texas.

Hints for Installation and Use of Loudspeakers

BECAUSE many schools have seen the wisdom of further increasing the public's interest in football, they are installing loud-speaker equipment this fall. Second to the actual installation, which is of primary importance, is the schooling of the announcer in the correct use of the equipment. A prominent engineer and a well-known announcer supply the following hints.

Hints on Installation

1. Choice of Equipment

Fundamentally sound amplification equipment is classed as portable or permanent. Portable equipment, usually of low power, is designed to fit into portable carrying cases which may be readily moved about, and the equipment be quickly set up either indoors or outdoors for temporary coverage of audiences up to about 2,000 persons. Portable equipment is intended to be used outdoors only when the weather is fair. This type equipment may be damaged if exposed to rain, snow, etc. Permanent equipment as the designation implies, is installed in permanent fashion in a particular location, for use at that point only and is designed for year around use indoors or outdoors regardless of weather conditions.

2. Type of Equipment Necessary

The average stadium or athletic field sound equipment will consist of one or more microphones, one or more amplifiers and several sound projector type loudspeakers. A close talking or announce-type of microphone is best suited for sports work. This type of microphone is small, rugged, weather-proof and may be mounted on a table or may be held in the hand of the announcer. The electrical characteristics of this type of dynamic microphone are especially suited for voice work or sports announcing. A "push-to-talk" switch enables the announcer to open and close the microphone circuit at will so as to keep press box or side line conversation from being heard through the sound system during intervals when no announcements are being made.

3. Number of Amplifiers

Whether we use one amplifier or a group of amplifiers depends entirely on the size

of the audience to be covered. For example: A single 50-watt amplifier may supply sufficient power for loudspeakers to cover an audience of 5,000 persons while for 20,000 persons we might expect to require from four to six 50-watt amplifiers. In the latter case it is preferable to use four 50-watt units working together rather than a single 200-watt unit. If a failure should be experienced with the single 200-watt unit we would lose sound entirely while with the group of fifty-watt units one, two or even three could fail and we would still have some power left to carry us through. Amplifier units may be mounted in metal cabinets which may be located in the stand press box, in dressing or utility rooms under the stands. Remote control facilities are available which may be carried to the desired control point, eliminating the necessity of filling the control room with equipment.

4. Location of the Amplifiers

Loudspeakers for the athletic field or stadium should be of the sound projector directional type with resinous or other types of weatherproof diaphragms. The most acceptable practice in locating stadium loudspeakers is to mount a number of such units on a tower or score board at one end of the field, preferably the end from which prevailing winds reach the field. The sound from the speakers is carried with the wind so to speak, rather than against the prevailing winds and more constant coverage is obtained. Each sound projector directional type loudspeaker has a certain angle of distribution through which it projects sound. Analogous to this is the common garden hose spray nozzle. While the spray of the garden hose can be varied by adjusting the nozzle the spray or angle of distribution of the sound projector is fixed with each type. If then we wish to cover an angle in excess of the angle of a single projector we must combine several projectors and arrange the spray from each so that one just overlaps the adjoining one. Thus, if we use an average angle of 30 degrees for one speaker we will require five units to cover 150 degrees which is the average requirement for athletic field or stadium.

5. Amount of Power

Crowd and street noise must always be given careful consideration in figuring power for outdoor installations. Tre-

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Guaranteed for
life of shoe;
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at a vital spot;
design provides
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★ NOW the famous "Chuck" Taylor model ALL STARS are available in a wide range of styles. Just decide for yourself which ALL STAR model, style and color best fits your personal, school or team requirements. Any ALL STAR will give you the perfect combination of fit, traction, wear and comfort. BLACK CANVAS ALL STAR ... America's leading basketball shoe. WHITE OLYMPIC ALL STAR ... This smart white canvas shoe has lots of friends on basketball courts everywhere. BLACK LEATHER ALL STAR ... No finer leather basketball shoe than this model, made of black Kanga yellowback leather. ALL STAR GAME SHOE ... Guaranteed NON-MARKING on any type of floor. COLORED LEATHER ALL STARS available in white, red, blue and green.

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Reinforced fibers and foam rubber construction on the front.

Standard suspension points on the forehead give the player greater protection.

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AIR CUSHION

How pneumatic features may be explained in less than a minute.

LEATHER LINING, for smooth contact.

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Overhead-shoulder inflated bladder detachable fastened by eight rubber-fingered expansion straps.

In the pneumatic leather-covered helmet there is no strapping in the fibro-board crown to cause weakness and breakage.

Line of the old type expansion straps in the conventional helmet directly on the ridge on the head giving the wearer little protection and severe shock from direct impacts.

THE SUPERIOR WEAVING EXTENDS 1 1/2 inches below the ridge of the head thus covering all impacts and cushioning in below the high point and giving protection to the wearer at most vital parts of the head.

SHOCK-RESISTIBLE EARS because the back fibers stay in contact with the ear fibers rather than twisted as in the conventional type helmet.

FIBER REINFORCEMENT for the full depth of the back of head, cushioned with foam rubber.

NO SHOCK on the spine to insure that dorsal condition, foggy mind, and headache.

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Philadelphia, Sportsmans Park in St. Louis, Forbes Field in Pittsburgh and Comiskey Park in Chicago. See your nearest Westinghouse Distributor for information and our "Sports Floodlighting" Book, B-2101-B, or write Westinghouse Electric & Manufacturing Company, Lighting Division, Edgewater Park, Cleveland, Ohio.

Tune in "Musical Americana," N.B.C. Network, Coast-to-Coast, every Tuesday evening.

Westinghouse Lighting Equipment



mendously greater power is required for 5,000 screaming football fans than for 5,000 persons seated quietly listening to a lecturer. It is a good rule in outdoor installations to slightly overpower the job rather than to be right on the line.

Hints for the Announcer

1. Know the Rules

The announcer must thoroughly know the rules. He must know the rules so that he can enlarge upon the officials' decision. He must not, however, take it upon himself to first guess the official. Instead, he must know the officials' signals so that he can immediately relay that information on to the crowd. In connection with this the announcer can oftentimes prevent acts of unsportsmanlike conduct from the stands by clarifying the reason for the penalty. If unsportsmanlike conduct results from the stand, it is the business of the announcer to go right on talking until the band can get started playing. It is recommended that announcers attend rules meetings with the officials and take part in the various discussions on rules interpretations.

2. Know the Game of Football

It is imperative that the announcer know the offenses of both the home team and the visitors. The announcer may do a great deal in increasing interest in football by educating the public. Consequently, he must be sure that the formation is what he calls it.

3. Know the Players of Both Teams

In addition to knowing the names of his own players, he must know the names of the visiting players. It is suggested that the home announcer write the opposing school's athletic director on the first of the week before the game asking if he will bring an assistant manager to help with the announcing. It is suggested that the announcer and the visiting manager, assigned to him, go over the chief offensive formations and positions of the probable players.

4. Be Prepared to Ad Lib

In this connection the announcer should know interesting items concerning the players, coaches and officials which he can use during time-outs. In some schools, the announcers use the time before the game to give a brief history of the two coaches and interesting facts concerning the series between the two teams.

5. Stick to Football

By sticking to football we mean that no announcements should be made except

during the half. To prevent too much announcing for individuals in the stands to call such and such a number many schools have adopted the policy of having people leave their seat number at the office if they are expecting a call. In this case they are notified privately by an usher.

Nine Outstanding Plays in the 1940 All-Star Game

(Continued from page 19)

to Isbell who faked to the fullback and then dropped back and forward-passed to Hutson. The offensive right end screened off the safety.

The play shown in Diagram 7 was also a touchdown play. Hutson at first faked in, then out and then back in. His faking and speed helped him a great deal. The safety was held up by the offensive right end. Isbell received the ball from the center, faked to the fullback and then dropped back to forward-pass to Hutson.

Diagram 8—Isbell received the ball from the center and ran far to his right and then passed to the right offensive end who had delayed and gone over to the weak side. This play went for a touchdown. The right defensive halfback was pulled over on the fake end run.

The play shown in Diagram 9 was a trap play on the defensive right guard. The offensive left guard pulled out to his left and blocked the defensive right tackle. Two came over and blocked the defensive right guard. The tailback 4 received the ball from center, faked it to 3 and then carried it between the two guards.

The Care and Prevention of Injuries Through Proper Taping

(Continued from page 29)

Taping for a Hip Pointer

Taping for a hip pointer, which is a bruise on the crest of the ilium and probably the most painful of athletic injuries, is for the purpose of relieving the pull on strains in three different sets of muscles and immobilizing the entire injured area. These strains are up and down, forward up and forward down. Therefore, the athlete should bend slightly sideways towards the trainer so as to shorten the area to be taped. Then when he straightens up, a greater tension is placed on the tape which permits it to relieve the injured muscles and tendons, and to spread the

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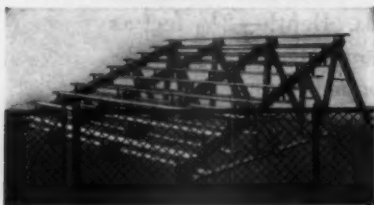
GIANT PROJECTORS do a marvelous job from but six points of distribution—because they produce a flood of light, free from streaks, beams and sharp shadows. The great flood of light from but SIX sources covers the field with a soft light that promotes pleasant visibility.

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support over a wider area. It is necessary to use extreme pressure when applying the tape, which, you will note, is placed successively in three directions. The vertical strips start well down on the thigh and buttocks and cross over the point of the ilium and are carried half way up the rear and front of the trunk. The horizontal strips are started just below the injury and carried across the body with a good overlap until they cover the side up to the ribs. Note that the vertical strips do not have much overlap at the lower ends, but are "fanned" out more at the top. Sufficient tape must be used to thoroughly immobilize the entire area of strain and this usually takes six or seven strips in each direction. When taping a hip pointer,

the important things to remember are: That the athlete should bend sideways slightly towards the trainer; that extreme pressure should be used; that the tape should be carried well up and across the back and abdomen, and that the entire area of strain should be well covered. You will then have a support that will give effective relief to the injury.

The ATHLETIC JOURNAL wishes to give credit for these illustrations to the Bike Web Manufacturing Company. They are taken from the film "Taping Technique," a four-reel 16 mm. film, available in both sound and silent prints. The film is distributed on request only. Coaches are invited to write at once to the above company for reservations.

The Status of Night Football in Ohio High Schools

(Continued from page 11)

3. In changing to night football, school men are yielding to pressure from adults whose motives are colored by pecuniary and personal interests, rather than guiding themselves by a long-range view of the welfare of their pupils.

4. The schools deliberately multiply the problems of home life by instituting night football.

5. Practices and games take boys away from home too many nights.

6. Distractions after night games delay boys and girls getting home until a late hour.

7. Traffic hazards are increased at night.

8. Possibility of an increase in the moral hazard during and after the night games.

Advantages

1. Increased gate receipts, which in turn secure increased educational advantages for the youth.

2. More fans can see the games, an important phase in the public relations program of a school.

3. Problems of discipline are lightened because of the number of parents attending.

4. Less chance of conflict with Saturday college games.

5. There is less school time lost.

6. Lights may be used for other activities of educational value.

7. The weather is cooler in the evening than in the afternoon, at least until mid-October.

8. Playing on Friday nights permits postponement of games to Saturday in case of bad weather.

In answer to the question, "If you care to make it, a statement as to your general reaction toward night football will be appreciated," a few of the remarks given are listed:

"Being able to have school with all students, teachers, etc., present until time for

dismissal is worth more than any objectionable features there may be to night football."

"I can't see that it affects the boys any, and certainly we are able to buy better and more equipment which will afford better protection and give more boys an opportunity to play. They can say what they want about commercializing high school athletics, but until the state of Ohio recognizes football as part of the curriculum and allows the school boards to buy the equipment, we will have to play these games for the public as well as for the boys."

"It adds a desirable social attraction for young people in that it attracts students at the expense of some less desirable affairs."

"I personally believe that day football is clearer, more colorful and much healthier for both spectators and players, and that the number of serious automobile accidents have, and in the future will be greatly increased, since driving conditions at night are more unfavorable than in the daytime. However, until my opinions are either proved or disproved by accurate statistics, we will continue to play night football. We feel that one of the greatest objections to the game from an administrative standpoint is that it takes boys and girls away from home one more night. If we are to eliminate the disintegration of the American home and the resulting destructive factors, we must profoundly consider this viewpoint."

"I favor night football when it is not the 'be-all' and 'end-all' of the entire school athletic program."

"Something had to be done to meet expenses. Our experience has been most favorable. The field is almost as bright as day. Rowdiness is as much out of place as in the daytime. My fears have been proved to be groundless."

Organization of the First Three Weeks of the Regular Season

(Continued from page 17)

around the track before going in today. Tuesday—August 27.

Backs: Backfield co-ordination on off-tackle play, reverse play, weak-side half-spinner and triple pass. 20 minutes.

Line: Explanation of preliminary group work for offensive stance and charge, defensive stance and charge, pulling out of the line and blocking. Work on pulling out of the line and work ends on head-block. 20 minutes.

Entire squad: Shoulder-block, emphasizing the five points of the day before. 10 minutes.

Review basic seven-man line defense. Add the play of our six-man line. Explain in detail. 15 minutes.

Review offensive formation and off-tackle play. Add: Reverse play, weak-side half spinner and straight buck. 20 minutes.

Run signals for these plays. 15 minutes.

Have four groups covering passes with backs and ends taking their turn on individual pass defense. 20 minutes.

Encourage a lap again today.

Wednesday—August 28.

Preliminary group work: Line—Stance, charge and blocking and pulling. Backs—Stance, start and co-ordination. Individual.

Entire squad: Shoulder-block. 10 minutes.

Offense: Line. Offensive line blocking. Add outside buck and spinner from reverse play. 20 minutes.

Backfields: Co-ordination. Add the above plays for backs also. 20 minutes.

Forward-pass offense: Show pass from off-tackle play long and short. 20 minutes.

Run signals. 15 minutes.

Offensive play of the punt. 20 minutes. Cover punts. 15 minutes.

Thursday—August 29.

Give out equipment.

Entire squad: Shoulder-block and tackling. 15 minutes.

Backs: Individual pass defense. 30 minutes.

Linemen: Six on offense against three on defense with ball-carrier and line-backer. 30 minutes.

Forward-pass offense: Live blocking. Add passes from end run and reverse plays. 30 minutes.

Show offense and defense for spread formation. 30 minutes.

Run signals: 15 minutes.

Friday—August 30.

Group blockings: Wing-back and end on tackle. Blocking-backs and fullbacks on

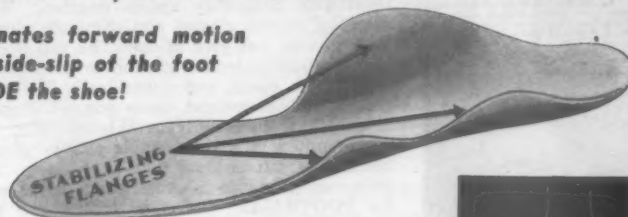
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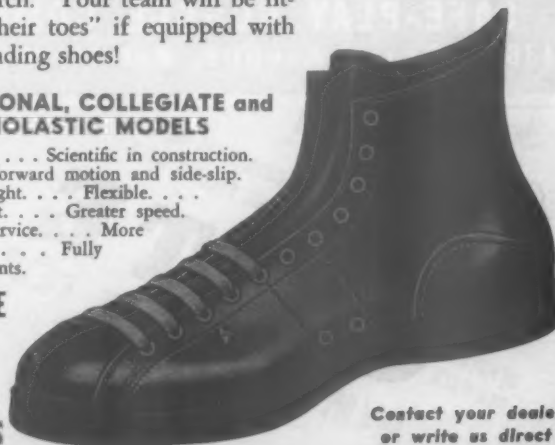


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Keeps mats
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ends. Two on one for guards and tackles. Centers on centers. 45 minutes.

Defensive play of the punt. 20 minutes. Offense and defense of spread. 25 minutes.

Give inside-tackle play. Run signals. 20 minutes.

Play of the point after touchdown. 15 minutes.

Tuesday—September 3.

Preliminary group work: Line—Fundamentals. Backs—Show probable passes of first opponent.

Shoulder-block. Tackling. 10 minutes. Group blocking. (As Friday.) 30 minutes.

Show probable offense of first opponent. 20 minutes.

Give scoring play and pass from it. Run signals. 20 minutes.

Point after touchdown. 10 minutes.

Wednesday—September 4.

Preliminary group work: Line—Charging on opponent's offense. Backs—Pass defense against opponent's probable passes.

Offensive scrimmage. (Running and passing.) 60 minutes.

Look at opponent's offense again. 15 minutes.

Give pass and run from punt formation. Run signals. 15 minutes.

Thursday—September 5.

Preliminary group work: Line—Offensive blocking. Backs—Backfield co-ordination.

Offensive scrimmage. (First and second teams against third and fourth teams.) 30 minutes.

Punt scrimmage (offense and defense). 30 minutes.

Take up the kick-off. 15 minutes.

Point after touchdown. (Scrimmage.) 15 minutes.

Announce the division of the squad for an intra-squad game on Saturday.

Friday—September 6.

Preliminary group work: Linemen: Fundamentals. Backs: Co-ordination.

Offensive scrimmage. (Dummy or live, depending upon the condition of the squad.) 30 minutes.

Defensive scrimmage. 30 minutes.

Run signals. 15 minutes.

Review kick-off and point after touchdown. 15 minutes.

All of this day's workout to be on the basis of the team division for the next day's game.

Saturday—September 7.

Intra-squad game.

Monday—September 9.

Preliminary group work: Line—Charge against opponent's offense. Backs—Pass defense for opponent's passes.

Shoulder-block. 10 minutes.

Offensive scrimmage. 60 minutes.

Punt scrimmage. 20 minutes.

Run signals. 15 minutes.

Tuesday—September 10.

Preliminary group work: Line—Offensive line scrimmage. Backs—Pass defense

or co-ordination. (Depending on which seems to be needed at the time.)

Offensive scrimmage. 45 minutes.

Defensive scrimmage against first opponent's probable offense. 30 minutes.

Run signals and point after touchdown. 15 minutes.

Wednesday—September 11.

Preliminary group work: Line—Charge against opponent's offense. Backs—Pass defense.

Line: Offensive line scrimmage. 20 minutes.

Backs: Co-ordination. 20 minutes.

Offensive dummy scrimmage. 30 minutes.

Defensive scrimmage against opponent's offense. 20 minutes.

Kick-off and point after touchdown. 20 minutes.

Thursday—September 12.

Preliminary group work: Line—Charge against opponent's offense. Backs—Pass defense.

Review defense and details for opponents. Show strong plays and other possibilities. 20 minutes.

Offense against probable defense. 30 minutes.

Cover punts. (Dummy.) 15 minutes.

Run signals. 10 minutes.

Point after touchdown. 15 minutes.

Interpretation

On reporting to practice the first day, the boys are assigned to lockers for the season. We rent the boys a combination lock at this time also.

The first day after everyone is on the field, we review the exercises that we use for warming up and take everyone through them together. After the first day, each boy goes through these immediately on coming on to the practice field. It usually takes about four minutes to run through these but it has proved worth while in that we feel it has cut down our injuries considerably, especially injuries of the sprain and torn-ligament type. We believe that a football player doing this is analogous to a baseball player or track man warming up before going into his strenuous work.

We spend a great deal of time on what we call backfield co-ordination. This consists of footwork, ball-handling and timing for our offensive plays. This is sometimes done in complete backfields or broken up with the halfbacks working together on the plays involving them and the fullbacks and blocking-backs doing likewise. It also may be broken down for plays involving the tail-backs and fullbacks and fullbacks and wing-backs depending upon the particular plays that we wish to emphasize at that time.

We have what we call our preliminary group work. This takes place immediately after the boys have taken their exercises and before our regular session starts after

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Use them this season . . . you'll like the savings you make, your boys will like the new foot-freedom and comfort Nelson "Cushionized" Combed Yarn Socks give them. Order from your sporting goods distributor now.



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everyone is on the field. We allow ample time before starting our regular work so that we have sufficient time to accomplish something during this period. We feel that the most important individual fundamentals the linemen will perform are: 1. Offensive stance and charge. 2. Defensive stance and charge. 3. Blocking. 4. Pulling out of the line. I believe that a boy who is interested and wants to improve can come out and start working on these fundamentals and improve and develop them. We feel the same way about the backs and have them working on: 1. Stance and start. 2. Individual pass defense. 3. Backfield co-ordination. 4. Blocking.

In following out this organization we eliminate a great amount of time often wasted by the boys who get out early and play around at something that will be of little value to them, in so far as their development at their particular position is concerned. Occasionally, however, later in the season, when it is apparent that a session of good horseplay and fun will pick-up the spirit of the squad we abandon our work for a day and encourage the boys to play around and have a good time. This sometimes works wonders after a disappointing loss and will bring them back the following day ready to bear down again.

For practice on pulling out of the line we use two drills; one is of an individual nature emphasizing stance and start. The other is a group drill. We work the boys in groups of six, emphasizing speed in getting out, in making the turn and in blocking in the open-field (Diagram 1).

The first time, 1 and 2 pull and block 5 and 6. Three takes the position of center and 4 the position of the offensive end. Five represents the defensive fullback and 6 the defensive halfback. On the next turn they rotate with 1 and 2 taking the places of 5 and 6 and 5 and 6 taking the places of 3 and 4 and 3 and 4 doing the pulling.

This then may be changed for the reverse play set-up with the tackle and guard pulling as shown in Diagram 2. In this drill the boys work on both the inside and the outside-tackle play.

We like to have our linemen charge against our opponent's method of putting the ball in play, especially if they use a shift. We do this by setting up a third or

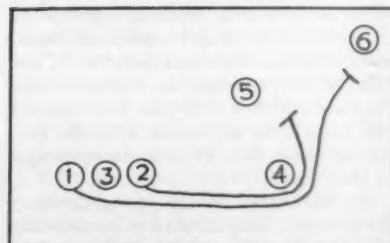


Diagram 1

THE ATHLETIC JOURNAL

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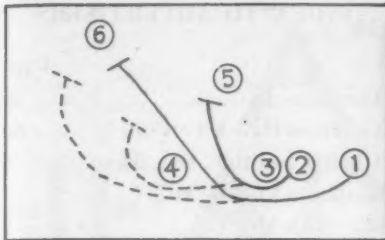


Diagram 2

fourth team, using our opponent's method and running their basic plays. We then set our linemen as to the spacing we expect to use against this offense and let them charge with the ball. This helps their timing and makes them more familiar with the offense.

When our linemen are working on offensive line scrimmage, we use one of two alternatives with the backs. 1. Backfield co-ordination. 2. Forward pass defense.

On the latter we have all of the ends but the two or four necessary for line scrimmage, working with the backfields on the pass defense. Our organization for this set-up calls for a set of backs on defense and the other backfields and ends on offense. This is carried out by having the probable passes of our opponents put on a large cardboard in good clear diagram so that the quarterback in each group can point to the pass play he wishes to execute and his group can readily see their assignments. The boys in each backfield will take their turn on defense. The ends and centers are alternated so that they may get their practice on offensive line scrimmage as well as on their pass defense.

Assignment of Equipment

On the fourth day we are ready for equipment. We have all of the necessary information for each boy so that it is simply a problem of laying out the equipment that we want him to have. Our student managers take care of this on the afternoon of the third practice day and the boys, on reporting the next day, find their equipment in their lockers ready for them. This saves much time and, in addition, each boy has the exact equipment that we wish him to have.

This article may not give all of the answers to questions that might arise from this organization set-up for the first three weeks of practice, but I believe they have been covered in the articles on Theory and Organization of High School Football which appeared in the May and June issues of this publication.

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